

WHAT IS A MENTOR?

“Every man has within himself a continent of undiscovered character. Happy is he who proves the Columbus of his soul.”- Goethe

WHAT IS IT? Mentoring--from the Greek word meaning enduring--is defined as a sustained relationship between a youth and an adult. Through continued involvement, the adult offers support, guidance, and assistance as the younger person goes through a difficult period, faces new challenges, or works to correct earlier problems. In particular, where parents are either unavailable or unable to provide responsible guidance for their children, mentors can play a critical role.

A mentor is a special type of volunteer. A mentor is an individual committed to helping a student, identified as an at-risk, and a potential dropout, get his/her life -- academically, socially, mentally and physically -- back together. He is committed to expending the time and energy necessary to put the student on the right track. The role of the mentor is multi-faceted. A mentor is a big brother/sister, role model, and most of all a friend to the student. More specifically, a mentor must:

- ❑ Be an effective listener. In many cases, the mentor is the only person that the student has identified as the one who will listen to his concerns and problems.
- ❑ Help the student set short and long term goals. Convey the idea to the student that if he fails to plan, he plans to fail.
- ❑ Help the student identify the positive things in his life (for example, what he likes about himself or what things can he do well). Concentrate on his strengths and use them as a framework for helping a student overcome his/her weakness.
- ❑ Convey to the student that there is always “hope” that his situation can be turned around, but that “hope” depends, to a large extent, on him/her.
- ❑ Employ role-playing as a technique for solving student’s problems. Put the shoe on the other foot (for example, place the student in the position of teacher, parent, and so on...) when dealing with the student’s problem.
- ❑ Help the student develop personal interests outside of school.
- ❑ Get involved with the student. Try to commit one hour per week toward the student’s growth and development.
- ❑ Help the student become more involved in all aspects of school.
- ❑ Help the student learn where to go for help.
- ❑ Be sincere and committed. A student can sense when you are not being sincere or do not have his interests at heart.
- ❑ Develop a level of trust with the student. The trust relationship is of utmost importance is the relationship is to work.
- ❑ Be a responsible role model for the student who may not have other role models.
- ❑ Be punctual. Always meet the student at the scheduled times.

**UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
UPWARD BOUND PROGRAM**

Mentor Job Description

The Upward Bound Mentoring Program of The University of North Carolina At Chapel Hill helps to empower youth in our program to make positive life choices that enable them to maximize their potential. The mentoring program uses adult volunteers to commit to supporting, guiding, and being a friend to a young person for a period of at least one year. By becoming part of the social network of adults and community members who care about the youth, the mentor can help youth develop and reach positive academic, career, and personal goals.

Role

- Take the lead in supporting a young person through an ongoing, one-to-one relationship
- Serve as a positive role model and friend
- Build the relationship by planning and participating in activities together
- Strive for mutual respect
- Build self-esteem and motivation
- Help set goals and work toward accomplishing them

Time Commitment

- Make a one-year commitment or during an academic year (September-May).
- Spend a minimum of four hours per month one-to-one with a mentee
- Communicate with the mentee weekly
- Review mentor orientation materials and attend mentor training workshops
- Attend optional mentor/mentee group events, mentor support groups, and program recognition events

Participation Requirements

- Be at least 18 years old
- Reside within 30 miles of Durham, Orange, Lee or Chatham County
- Be interested in working with young people
- Be willing to adhere to all program policies and procedures
- Be willing to complete the application and screening process
- Be dependable and consistent in meeting the time commitments
- Attend mentor training sessions as prescribed
- Be willing to communicate regularly with program staff, submit activity information, and take constructive feedback regarding mentoring activities
- Have access to an automobile, auto insurance, and a good driving record
- Have a clean criminal history
- Not use illicit drugs
- Not use alcohol or controlled substances in an excessive or inappropriate manner
- Not be currently in treatment for substance abuse. If a substance abuse problem has occurred in the past the applicant must have completed a non-addictive period of at least five years
- Not currently be under treatment for a mental disorder or have been hospitalized for a mental disorder in the past three years
- Not have falsified information during the course of the screening process

Desirable Qualities

- Willing listener
- Encouraging and supportive
- Patient and flexible
- Tolerant and respectful of individual differences

Benefits

- Personal fulfillment through contribution to community and individual
- Satisfaction in helping someone mature, progress, and achieve goals
- Training sessions and group activities
- Participation in a mentor support group
- Mileage and expenses are tax deductible
- Personal ongoing support, supervision to help the match succeed
- Mentee/mentor group activities, complimentary tickets to community events, participant recognition events

Application and Screening Process

- Written application
- Driving record check
- Criminal history check: state, child abuse and neglect registry, and sexual offender registry
- Personal interview
- Provide three personal references
- Successful completion of mentor training

Mentor Expectations

As a mentor in Upward Bound, you will be assigned to a mentee and be committed for until your assigned mentee for at least one year OR when the mentee has graduated from high school and finds full-time employment or has finalized his/her plans for college or post secondary education. Your task will be to work collaboratively with your mentee in identifying and implementing a plan for achieving his/her career and educational goals.

Specific Duties and Responsibilities

1. Mentor should schedule time at least twice a month in a face to face meeting with the student. In addition, mentors should phone or written contact between meetings.
2. Arrange to meet parent(s) as soon as possible.
3. Attend orientation and training workshops and activities scheduled for mentors.
4. Assist the student in exploring his/her career, educational and life options.
5. Discuss the issues of socialization and help the student deal with becoming an adult and being independent (ex. budgeting, home life management).
6. Participate in job shadowing (let your student come to your work place) and/or provide student with other contacts where applicable.
7. Reinforce the goals and objectives of the Upward Bound Program.
8. Report to component supervisors the times and nature of the mentoring sessions.

QUESTIONNAIRE FOR PROSPECTIVE MENTORS

Please complete the questions below. The information you supply will be used in helping to determine the appropriate mentee(s) for you. If you need assistance, please contact Anissa Hyman at (919) 843-8322.

NAME: _____ TITLE: _____

COMPANY/AFFILIATION: _____

ADDRESS (work): _____ Evening phone: _____

ADDRESS (home): _____ Day phone: _____

Your Age: 0-20 21-40 41-60 Your Sex: M F

1. Why do you want to become a mentor?
2. Do you have any previous experience volunteering or working with youth? If so, please specify.
3. What qualities, skills, or other attributes do you feel you have that would benefit a youth? Please explain.
4. Can you commit to participate in the mentoring program for a minimum of one year from the time you are matched with a youth?
5. Educational background (include schools and degrees):
6. Employment history (include current and previous jobs, titles and a brief description of responsibilities):
7. Current and past participation in community activities (include any involvement with any youth service agency):
8. List languages in which you are fluent.

9. Cultural/creative/social activities that you enjoy and would like to share with a student/mentee.

10. Time available: numbers of hours per week _____
preferable days _____ preferable times _____
limitations _____ comments _____

11. Describe your general health. Are you currently under a physician's care or taking any medications? If so, please explain.

12. How would you describe yourself as a person?

13. How would your friends, family, and co-workers describe you?

14. Have you ever been arrested or convicted of a crime? If so, what were the circumstances?

15. Have you ever used illegal drugs? If so, what substances were used and how often?

16. Are you currently using any illegal drugs or controlled substances?

17. Do you drink alcoholic beverages? If so, what and how often?

18. Have you ever been convicted of a DUI, drinking while under the influence of alcohol? If yes, when and what were the circumstances?

19. Do you use tobacco products? If so, what and how often?

20. Have you ever received treatment for alcohol or substance abuse? If yes, please explain.

21. Have you ever been treated or hospitalized for a mental disorder? If yes, please explain. Have you ever been investigated or convicted of child abuse or neglect? If yes, please explain.

22. Have you ever been investigated or convicted of sexually abusing or molesting a youth or younger? If yes, please explain.

23. Are you willing to communicate regularly and openly with program staff, provide monthly information regarding your mentoring activities, and receive feedback regarding any difficulties during your participation in the mentoring program?

24. Are you willing to attend an initial mentor training session and two in-service training sessions per year after being matched?

Please give us the names, addresses and daytime telephone numbers of three persons who have known you for at least one (1) year and well enough to vouch for your character, reputation and morals. If employed, one of these persons must be your employer or supervisor. References will remain strictly confidential.

Name _____ Daytime phone _____

Address _____

Relationship to applicant _____

Name _____ Daytime phone _____

Address _____

Relationship to applicant _____

Name _____ Daytime phone _____

Address _____

Relationship to applicant _____

The above information is true to the best of my knowledge. I grant permission to the hiring organization to verify my employment and to contact the references provided, as well as various police enforcement agencies and child protection services.

Signature

Date

PLEASE SUBMIT THE APPLICATION TO THE ADDRESS BELOW:

Upward Bound Program
UNC-Chapel Hill
CB# 3310, 150 South Road
Chapel Hill, NC 27599-3310
919-962-1281 (Office) – (919) 962-4381 (Fax)

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