



Mentor Job Description

What is Mentoring?

Mentoring is a trusting relationship over a prolonged period of time between a young person and a caring adult who provides help to the young person as he/she goes through life, offering guidance and support.

Mentoring takes place in a school, community-based or faith-based organization. Connecticut mentoring programs serve approximately 21,000 young people ages 5 -18.

Mentors are...

- Guides and Coaches
- Consistent and Dependable
- Positive and Helpful
- Good Listeners and Role Models
- Accessible and Resourceful

Purpose of Youth Mentoring:

To give a young person (male or female between the ages of 5 -18) in need of social and recreational development and emotional support the companionship of an adult to establish a connection in addition to parents, teachers, counselors, social workers and other social services and education professionals.

Does Mentoring Work?

A study conducted by The Governor's Prevention Partnership of young people mentored in our state found:

- 68% feel more confident in themselves;
- 74% think it is important to help others;
- 71% have higher expectations of themselves;
- 68% feel there are adults who care about them.



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Is There a Mentoring Program to Fit My Busy Schedule?

Most mentoring programs require a one-year commitment, and mentors usually spend one hour per week or four hours per month with their mentees.

Community-Based Mentoring:

Mentor and mentee matches meet in the community - meeting times and activities are determined by the match. You could be doing anything, from playing baseball to cooking together to going to a local museum. Flexible meeting times and more freedom to do activities in the community with your mentee.

Site-Based Mentoring:

Matches meet at a school during the day, at an afterschool program, or at a community organization site. Guidelines and activities are typically created by the mentoring program: reading, playing games, tutoring, arts and crafts, etc.

One to One vs. Group Mentoring vs. Team Mentoring:

- One-to-one mentoring matches one adult to one younger person (or occasionally, two adults to one child).
- Group mentoring involves one adult working with up to four young people.
- Team mentoring involves a group of several adults working with small groups of young people, usually in a 1:4 ratio.

Mentor Benefits:

- Training sessions are offered on a regular basis for the mentor's personal growth and development;
- Mentors can assume that their skills in working with young people will increase and that their work will lead to more challenging volunteer assignments if that is their desire; and
- Volunteers receive ongoing support and recognition. A staff person will be assigned to work with them.

Upon completion of the mentoring assignment, the volunteer may request a written performance appraisal from program staff.



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Mentor Duties/Responsibilities:

The mentor will be assigned to a young person and will be responsible for meeting with the mentee on a weekly basis, 1-4 hours a week. A one-year commitment is the minimum accepted. The mentor may be asked to work on certain aspects of the young person's development. He or she will work closely with the school/agency staff through phone contact, email, personal conferences and group meetings to understand the youth and his or her family better and to facilitate activities to help the young person (mentee). The volunteer will serve as an example/role model. Self-realization and improved self-esteem for the young person are important goals of the relationship. It should be emphasized that the volunteer in no way replaces the parent or the family's social worker. Rather, he or she provides interested, compassionate friendship.

Mentor Requirements/Qualifications:

A person who is interested in becoming a mentor must have a car. Experience in teaching, human services or related fields is helpful. Experience as a parent or extensive experience with young people is also helpful.

The mentor should have the ability to accept and relate to youth who may not share the volunteer's lifestyle and values. The volunteer should respect the mentee's right to self-determination and independence. This respect is an essential element in the relationship. The mentor should exhibit a great deal of common sense, intelligence, friendliness, maturity, sensitivity and responsibility.

Location:

Young people throughout the community need the companionship of a volunteer mentor. During the course of interviewing and placement, mentors will have the opportunity to state any preferences and the school/agency will comply with these preferences as nearly as possible. Before making any match, project staff will consider location, interests, skills, background, knowledge and temperament of both the young person and the volunteer.