



UNIVERSITY of CALIFORNIA • IRVINE

SCHOOL of SOCIAL SCIENCES



MENTORSHIP PROGRAM

Mentor Guide



2009-2010

TABLE OF CONTENTS

Program Overview	2
What is Mentoring?	2
The Benefits of Mentoring	2
15 Laws of Mentoring.....	3
Roles and Responsibilities	4
Do's and Don'ts and Requirements.....	5
Tips for Effective Mentoring	6
The Myths of Mentoring	7
Mentoring Cycle.....	7
Things to Consider	7
Required and Suggested Activities	8
2009-2010 Academic and Events Calendar.....	9
Mentor Action Plan	10
Frequently Asked Questions	10
Sample Career Development Assessment Toolkit	11
Sample Student Self-Assessment Form.....	19
Sample Questions Students May Ask Mentors.....	21
Program Contacts	22
Social Science Clubs and Organizations	22
Some Useful Campus Websites.....	22

Program Overview

The School of Social Sciences' Mentor Program connects current students with social science professionals to provide a personal, one-on-one opportunity for students to explore career possibilities and allow mentors to share their experiences.

The Social Sciences Mentor Program serves as the foundation upon which we are building and strengthening our Social Sciences community at UC Irvine. This program is the first step in bringing together two of our most valuable resources – students and alumni.

Armed with a degree, most college students stand poised, ready to conquer the world. But too many are unprepared for the foibles and unpredictability of the job market or graduate school. Unfortunately, a degree does not ensure clarity of career path.

To help college graduates not only survive, but thrive, the School of Social Sciences has created a Mentor Program. This program pairs alumni with students who have similar career and educational interests. By participating in the School of Social Sciences Mentor Program, you can provide academic and career guidance, networking opportunities, and insights into the working world. You can help students answer such questions as:

What can I do with my degree?

Should I go to graduate or professional school?

Where do I see myself in five years?

Mentors will help guide students as they map out areas for personal and professional development, request information about careers and industries, and seek feedback about issues of concern. For mentees, the experience will provide an they go on to pursue graduate school and/or enter the workforce. Armed with confidence and invaluable knowledge gained outside of the classroom, mentees will be more competitive in today's global economy and volatile environment.

The role of mentor is an essential one – your dedication will serve as a compass to these students, helping to point them in the right direction for their life's journey.

THE BENEFITS OF MENTORING

Mentors

- Enrich your life by making a difference in someone else's
- Reconnect with the School of Social Sciences on a personal level
- Gain new skills as you advice and counsel students
- Share your experiences

Students

- Receive constructive feedback about personal and professional skills
- Learn about specific jobs, career paths, industries, and organizational cultures
- Pursue networking opportunities
- Take a proactive step toward a successful future

WHAT IS MENTORING?

History gives many examples of the value of mentoring. Homer in the Odyssey chronicled perhaps the most famous instance. Homer tells us that around 1200 BC, the adventurer Odysseus made ready to leave for the siege of Troy. Before sailing, he appointed a guardian to his household. For the next ten years, this guardian acted faithfully as teacher, advisor, friend, and surrogate father to Telemachus, son of Odysseus. The mythical guardian's name was Mentor.

Homer's story reflects one of the oldest attempts by a society to facilitate mentoring. It was customary in ancient Greece for young male citizens to be paired with older males in the hope that each boy would learn and emulate the values of his mentor, usually a friend or relative of the boy's father.

The Greeks based these relationships on a basic principle of human survival: Humans learn skills, culture, and values directly from other humans whom they look up to or admire.

Murray, M. *Beyond the Myths and Magic of Mentoring.* (1991)

15 LAWS OF MENTORING

1. The Law of Positive Environment: Create a positive environment where potential and motivation are key and options discussed.
2. The Law of Developing Character: Nurture a positive character by helping to develop not just talent, but a wealth of mental and ethical traits.
3. The Law of Independence: Promote autonomy; make the student independent of you, not dependent on you.
4. The Law of Limited Responsibility: Be responsible to them, not for them.
5. The Law of Shared Mistakes: Share your failures as well as your successes.
6. The Law of Planned Objectives: Prepare specific goals for your relationship.
7. The Law of Inspection: Monitor, review, provide feedback, and discuss potential actions. Do not expect performance without inspection.
8. The Law of Small Successes: Use a stepping-stone process to build on accomplishment and achieve great success.
9. The Law of Direction: It is important to teach by giving options as well as direction.
10. The Law of Risks: Mentors should be aware that their students' failure may reflect back on them. Students should realize that their mentors' advice might not always work.
11. The Law of Mutual Protection: Maintain privacy. Protect the integrity, character, and insights that you've shared with one another.
12. The Law of Communication: Mentors and their students must balance listening with speaking.
13. The Law of Extended Commitment: The mentoring relationship extends beyond the typical work or school day.
14. The Law of Life Transition: As mentors, when you help your students enter the next stage of their lives, you will enter the next stage of yours.
15. The Law of Fun: Make mentoring a wonderful experience – laugh, smile, and enjoy the journey.

Adapted from the book *Mentoring: The Most Obvious Yet Overlooked Key to Achieving More in Life Than You Ever Dreamed Possible*.
F. Wickman & T. Sjodin. (1997)



Roles and Responsibilities

MENTORS

Role

The partnership between mentor and student is built upon trust, respect, and professionalism. As a mentor, your role is one of coach, guide, motivator, advisor, and role model. You will be responsible for:

- Providing constructive feedback about your student's personal and professional skills.
- Sharing knowledge about specific jobs, career paths, industries, and organizational cultures.
- Giving advice about professional conduct.
- Facilitating networking.
- Guiding your student toward achieving a specific goal.

Responsibilities

- Communicating clearly your expectations and goals.
- Setting realistic expectations regarding method and frequency of communication with your student.
- Being available and maintaining consistent contact.
- Listening to your student.
- Providing or facilitating opportunities your student can explore.
- Giving constructive feedback.

STUDENTS

Role

The partnership between mentor and student is built upon trust, respect, and professionalism. As a student, you will have the opportunity for:

- Receiving constructive feedback about personal and professional skills.
- Learning about specific jobs, career paths, industries, and organizational cultures.
- Obtaining advice about professional conduct.
- Pursuing networking opportunities.
- Working with your mentor to achieve a specific goal.

Responsibilities

- Initiating contact with your mentor.
- Communicating clearly your interests and needs, and setting realistic goals.
- Setting realistic expectations regarding method and frequency of communication with your mentor.
- Being available and maintaining consistent contact.
- Accepting advice and feedback gracefully without becoming defensive.
- Use the Student Assessment Form to set the agenda for your monthly meetings.

Mentors and students are expected to meet once-a-month. Students are encouraged to take control and initiate meetings and communications. Both mentors and students are expected to commit to the program for the academic year (November-May).

Please note that the School of Social Sciences Mentor Program is not intended to be a career placement service, and mentors are not required, nor expected, to provide job placement for student participating in the program.

DO'S, DON'TS AND REQUIREMENTS FOR MENTORS

Do

- Keep your appointments with your student.
- Communicate and respond to your students in a timely manner.
- Listen actively to questions and concerns.
- Encourage discussion.
- Approach discussions with an open mind.
- Maintain a high level of trust, respect, and professionalism.
- Respect confidences.
- Contact [Rosemarie Swatez at \(949\)-824-2511](#) if you are unable to connect with your student, fulfill your mentor obligations or if you have any questions.

Don't

- Hesitate to provide your student with constructive feedback.
- Hesitate to contact your student if you've not heard from him/her in awhile.

Requirements

- Must have at least a bachelor's degree in the School of Social Sciences.
- Must have relevant work experience.
- Must have a base participation on desire to help and give back.

DO'S, DON'TS AND REQUIREMENTS FOR STUDENTS

Do

- Initiate the contact with your mentor.
- Communicate and respond to your mentor in a timely manner.
- Plan an agenda or develop key questions for each meeting to ensure focus.
- Keep appointments with your mentor and be punctual.
- Approach discussions with an open mind.
- Respect confidences.
- Accept constructive feedback gracefully.
- Maintain consistent feedback with your mentor, even when you don't have a pressing issue or concern to discuss.
- Contact [Rosemarie Swatez \(949\) 824-2511](#) if you are unable to connect with your mentor, fulfill your obligations, problems or if you have any questions.

Don't

- Ask for or expect a job or internship from you mentor.
- Forget to contact your mentor to set up meetings

Requirements

- Must be in good academic standing with normal progress.
- Must be at least 18 years of age.

Tips for Effective Mentoring

A mentor is someone who makes a difference in another person's life. In your role as a mentor, you will have the opportunity to do this with social sciences students.

The partnership between a mentor and a student is built upon trust, respect and professionalism. Specifically, your role as a mentor will be one of guide, motivator, advisor and role model. Here are some tips to help you establish a successful and rewarding mentoring relationship.

- 1. Maintain regular contact** - Mentors should assume they are the givers in the relationship. Consistent contact builds dependability and trust. A minimum of one weekly e-mail is strongly encouraged.
- 2. Listen patiently** - Give the student time to get to issues they find sensitive or embarrassing.
- 3. Build a relationship** - Simple joint activities—walks across campus, informal conversations over coffee, attending a lecture together—can help to develop rapport.
- 4. Always be honest** - Trust and respect are the foundations on which mentoring is built.
- 5. Share yourself** - Invite the student to see what you do, both on and off the job. Tell of your own successes and failures. Let the student see your human side and encourage the student to reciprocate.
- 6. Share your knowledge** - Share what you have learned about specific jobs, career paths, organizational cultures, and industries.
- 7. Avoid being judgmental of a student's life situation** - Acceptance without conditions communicates that your concern comes without strings attached.
- 8. Nurture self-sufficiency** - Don't do for a student what he can do for himself. Encourage confidence and independence. Your greatest gift is to help a person discover his/her own solutions to problems.
- 9. Don't expect to have all the answers** - Sometimes just listening attentively is all people need.
- 10. Help your student access resources and expand support networks** - Discuss the importance of maintaining positive relationships and help the student develop a professional network and build a community of mentors. Provide your protégé with information about opportunities he or she might want to explore.
- 11. Be constructive** - Critical feedback is essential to spur improvement, but do it kindly and temper criticism with praise when deserved.
- 12. Give guidance** - Offer your advice about how to conduct oneself in business settings, when interviewing, when building a network.
- 13. Be clear about your expectations and your boundaries** - Set up ground rules and communicate them. Set realistic expectations regarding method and frequency of communication between you and your protégé.
- 14. Avoid being overwhelmed by your student's problems** - Remain calm and dispassionate to help protégés solve problems.
- 15. Respect confidentiality** - Good friends do.
- 16. If the relationship seems to stall, hang in there**
- 17. Find your own mentor** - New advisers, like new students, benefit from guidance by those with more experience.

The Myths of Mentoring

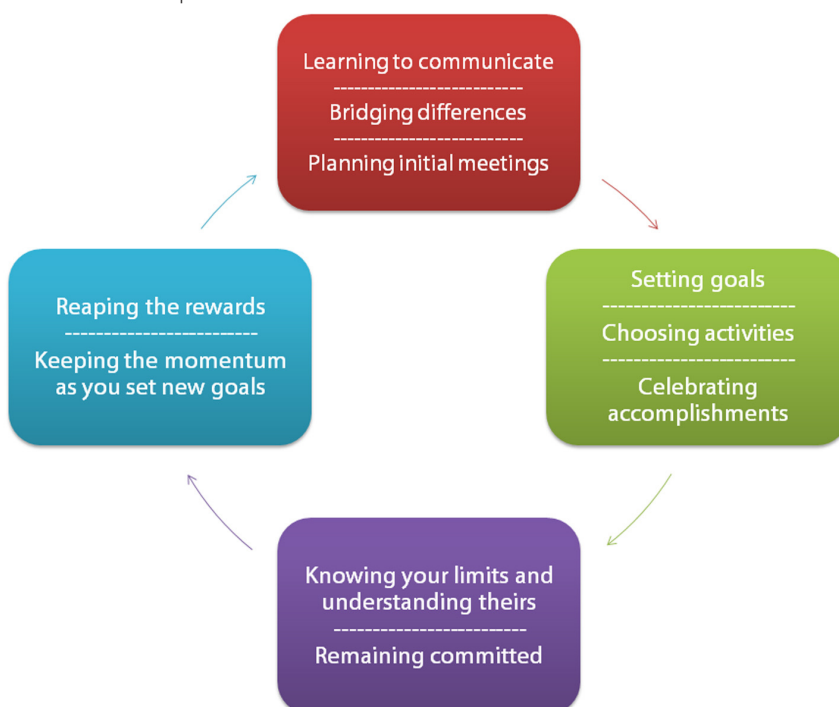
AND THE MENTORING LIFE CYCLE

Many people make assumptions about mentoring or just have reactions when they think of the term mentor. The following list represents commonly held (and sometimes humorously expressed) ideas about mentoring. Let's debunk a few of these myths and provide a more accurate reflection of contemporary trends in mentoring.

- **You need to be an expert to be a mentor** - Gone are the days of students sitting at the feet of the wise one; you never know who might be a powerful learning influence.
- **Mentoring only happens on a one-to-one, long-term, face-to-face basis** - With modern technology mentoring can take place by e-mail, telephone, or fax and may only need a few hours on a face to face basis.
- **A mentor needs to be 5-10 years older than the person he/she mentors** - Innovations happen so rapidly or personal experience is such a great teacher, that younger people often have opportunities to mentor older people. Peers are often effective mentors.
- **Mentoring is a rare experience and only occurs for a few great people** - Informal mentoring is probably the most frequent method of transmitting knowledge and wisdom in society; virtually everyone has experienced it.
- **Young people who have poor attitudes, minimal work habits or few skills do not need mentors** - Many successful people started this way, but virtually all of them needed an older guide that listened to and respected them.
- **The person being mentored is the only one who benefits from the relationship** - For mentoring to be effective, all parties must perceive benefits; this is the principle of mutuality.
- **The best mentors are those who set out to be mentors** - The majority of mentoring occurs without conscious knowledge of either party, but it does help to cultivate key mentor attitudes and behaviors.

MENTORING LIFE CYCLE

Most mentor/student relationships eventually pass through these four phases:



THINGS TO CONSIDER

Prepare for the Meeting - During your initial conversation, ask your student to prepare a list of questions he would like answered at your first meeting and a list of things he would like to accomplish during the academic year.

Set Goals - Help your student set goals for the academic year according to the list he prepared in advance. This will help you both gain a clear understanding of your relationship.

Provide Intermediate - Steps Guide your student by helping him establish a timeline and intermediate steps required to reach his goals.

Celebrate - Recognize your students efforts to follow his plan every time a milestone is achieved. This will help you both identify the success of your relationship and stay motivated throughout the year.

Required and Suggested Activities

The School of Social Sciences will host three mandatory Mentor Program events that can serve as three of the monthly meetings for the program partnership. The school also offers other events which mentors and students can choose to attend together.

REQUIRED ACTIVITIES

Attendance at these three activities is **mandatory**. They serve as the foundation of the mentor partnership.

☐ **Mentor Program Kick-Off Reception**

Date: Thursday, November 5, 2009

Place: UCI Student Center, Emerald Bay A

Time: 6:00 p.m.

The School of Social Sciences facilitates the first person-to-person interaction between mentors and students at the Kick-Off Reception each fall. At this time, each mentor and student pair have the opportunity to learn about each other and discuss their specific goals.

Students: Be prepared by printing and reviewing your student action plan which is available in the student handbook. Be ready to discuss your schedule to set-up meetings and bring your completed self assessment form to review with your mentor.

Mentors: Be prepared to discuss your schedule and make plans for a monthly face-to-face meeting with your student. Set expectations of preferred methods of communications.

☐ **Mentor Program Midpoint Reception**

Date: Thursday, February 18, 2010

Place: UCI Student Center, Emerald Bay A

Time: 6:00 p.m.

The Midpoint Mixer is an excellent networking opportunity for both mentors and students. This is a chance to meet a variety of mentors who come from our community as well as other students who are participating in the Mentor Program. Format will provide you an opportunity to network with alumni from various career fields. The mixer will feature a special guest speaker who will share his or her academic and career choices.

☐ **End-of-the-Year Reception**

Date: Thursday, May 31, 2010

Place: UCI Student Center, Emerald Bay A

Time: 6:00 p.m.

The End-Of-Year Celebration is an informal gathering and serves as the final event of the year's program and the time when we thank our mentors for all they have contributed during the year. As the final event of the program, mentors and students should make every effort to attend.

SUGGESTED ACTIVITIES

The following suggested activities will help you build the foundation of the mentoring partnership and make the most of the mentoring experience. Use your creativity and add to it!

- Meet for an informal breakfast or lunch to learn about each other's backgrounds and interests. Focus on a student's learning and development plan and discuss specific goals.
- Review career plans, selection of classes and electives, participation in workshops and internships to facilitate preparation for the industry.
- Invite your student to your workplace to attend a meeting, tour the company, and meet some of your co-workers.
- If possible, allow your student to shadow you and/or one of your team members to learn firsthand what a "typical day in the life of..." is.
- Arrange for you and your student to attend an industry-related function, seminar or professional association meeting and encourage him or her to interact with industry professionals.
- Arrange a networking opportunity for your student to meet colleagues and other industry professionals.
- Participate in an informal fun outing (UCI sporting event, something related to common interests, etc.)

2009 - 2010 ACADEMIC AND EVENTS CALENDAR

Fall Quarter 2009 - 49 days of instruction

Enrollment begins	Mon, May 18
Quarter begins	Mon, Sep 21
Orientation	Mon-Wed, Sep 21-23
Instruction begins	Thu, Sep 24
Veterans' Day Holiday	Wed, Nov 11
Mentor Program Kick-Off	Thu, Nov 5
Thanksgiving Holiday	Thu-Fri, Nov 26-27
Final examinations	Mon-Fri, Dec 7-11
Quarter ends	Fri, Dec 11
Christmas Holiday	Thu – Fri, Dec 24-Dec 25
New Years Holiday	Thu-Fri, Dec 31-Jan 1

Winter Quarter 2010 - 48 days of instruction

Enrollment begins	Mon, Nov 16
Quarter begins	Mon, Jan 4
Orientation	Mon, Jan 4
Instruction begins	Mon, Jan 4
Martin Luther King Jr., Holiday	Mon, Jan 18
Presidents' Day Holiday	Mon, Feb 15
Mentor Program Mid-Point Program	Thu, Feb 18
Homecoming	March 2010
Instruction ends	Fri, Mar 12
Final examinations	Mon-Fri, Mar 15-19

Spring Quarter 2010 - 49 days of instruction

Enrollment begins	Mon, Feb 22
Quarter begins	Wed, Mar 24
Orientation	Wed-Thu, Mar 24-25
Cesar Chavez Day Holiday	Fri, Mar 26
Instruction begins	Mon, Mar 29
Celebrate UCI	April 2009
Memorial Day Holiday	Mon, May 31
Mentor Program End of Year Reception	Thu, May 31
Instruction ends	Fri, Jun 4
Final examinations	Mon-Fri, Jun 7-11
Commencement	Fri-Sun, Jun 11-13

Mentor Action Plan

AND FREQUENTLY ASKED QUESTIONS

PRIOR TO KICK-OFF RECEPTION

1. Review student's profile form.
2. Contact student via email, phone and/or a schedule face to face visit (if mentor is local)
3. Set clear expectations of preferred methods of communication and response time.

AT KICK-OFF RECEPTION

4. If not done prior to reception, meet student at Kick-Off Reception
5. Set dates and times for future meetings with student.
6. Network with other mentors and students at reception.

FIRST MEETING

7. Learn about student's interests and background.
8. Review student's Stanford's Career Development Center Assessment Tool Kit.
9. Review student's Self-Assessment form..
10. Discuss student's expectations and academic and career goals.
11. Identify specific goals to accomplish by the end of the year.

SUBSEQUENT MEETINGS

12. Review student's class schedule and academic plan.
13. Review student's resume or statement of purpose. If not developed, encourage student to attend a Career Center or Social Sciences Academic Resource Center workshop.
14. Role play interview situations if applicable.
15. Make an effort to contact your mentee at least once a month to keep the partnership on track.
16. Conduct wrap-up meeting with student.
17. Complete mentor program evaluation.

FREQUENTLY ASKED QUESTIONS

Will this program take up a lot of my time and is it a long-term commitment? The level of involvement is determined by the mentor's time availability and the nature of the mentor/student relationship. We do recommend frequent contact for a successful relationship and ask that you commit to a minimum of one e-mail per week. Mentors and students are matched for the academic year with the option to continue the relationship during the summer or be matched with someone new in the fall.

What type of activity is conducive to establishing a good mentor/student relationship? Consistent communication is key. Workplace visits, resume review, informational mock interviews, conversations about life after college or attending a school event are also appropriate activities that help establish the mentor/student relationship.

Who makes the initial contact? Students are encouraged to make the first contact, but both mentors and students are asked to contact each other as soon as contact information is made available.

How are students matched with mentors? Alumni and mentors are matched based on their profiles. Student participation is on a first-come, first-served basis. Although we anticipate all mentors being matched, we cannot guarantee that a match will take place.

Can I participate in the mentoring program even though I don't work/live close to UCI? Yes, you can be a mentor even if you do not live or work close to UCI, or if you have a hectic travel schedule, as long as you and your student remain committed to the relationship and maintain contact via e-mail and/or telephone.

What is the Development Office's role in the Mentor Program? The Development Office at the School of Social Sciences provides the opportunity for mentors and students to interact with each other. Guidelines for the program and mentor/student matches are set through the development office, and the program administrator organizes the first reception where mentors and students get a chance to meet. Problems and concerns should be directed to the program administrator, Rosemarie Swatez. The structure of the relationship and frequency of interaction is left to the mentor/student team to accommodate individual preferences and a variety of mentoring needs.

CLUES FOR CLARIFYING YOUR INTEREST

Learning your own unique pattern of interest, motivation, satisfaction and meaning is an important first step in career development. Fill out the questions below to help discern your unique pattern.

What classes or subject areas fascinate you and absorb you?

What careers have you considered throughout your lifetime that continues to pique your interests?

If you won the lottery, what might you do (after initial celebration, travel, etc.)?

What is the most gratifying thing you have accomplished?

What would you go out and do if you knew you would not fail?

What are your goals and dreams? Include short-term and long-term.

5 LIVES

If you had 5 Lives, what would you do with your time? Occupation titles are not necessary. Detailed descriptions work best. Examples: Live in a house that allows artists to work on projects while having a place to stay. Write stories on the side and travel most of the time.

1#

2#

3#

4#

5#

SAMPLE

LIST OF CAREER AREAS AND OCCUPATIONS

Check any of the career areas and occupations you'd like to explore. This is not a comprehensive list—it is a place to start. To learn more about these areas, visit the UCI Career Center which has books and on-line resources for each of these categories.

Arts / Media /

Communications

- Entertainment
- Radio Broadcasting
- Television Broadcasting
- Journalism
- Editing / Writing
- Book Publishing
- Magazine Publishing
- On-line Publishing
- Technical Writing
- Museums
- Archivists
- Curators
- Architecture
- Culinary Arts
- Commercial Art
- Fine Art
- Photography
- Performing Arts
- Music
- Design
- Arts Administration

Business

- Marketing
- Advertising
- Public Relations
- Business Development
- Finance
- Accounting
- Sales
- Management Consulting
- Human Resources
- Real Estate
- Hotel Management
- Insurance
- Fashion Industry
- Retail
- Actuary
- Statistics
- Mathematics
- Sports Industry

Education

- Teaching K-12
- University / College
- Administration
- School Counselor
- Research
- Library Science
- Coaching

Engineering / Computer Science

- Mechanical Engineering
- Electrical Engineering
- Civil Engineering
- Chemical Engineering
- Aerospace Engineering
- Manufacturing and Production
- Information Technology
- System Administration
- Computer Science
- Product Design
- Transportation
- Urban / Regional Planners

Environment

- Environmental Science
- Geology Geography
- Anthropology
- Outdoor Education
- Conservation Energy
- Forestry
- Wildlife
- Parks
- Recreation

Health Sciences / Biotech

- Health Care
- Physician
- Nurse
- Pharmacist
- Physical Therapist
- Dietitian
- Dentist

- Alternative Medicine
- Hospital Administration
- Pharmaceutical Manufacturing
- Biology
- Chemistry
- Veterinary Science
- Public Health Administration

International

- Language / Translation
- Travel Agent, Guide
- Foreign Service
- International Public Service
- International Trade

Law

- Attorney
- Judge
- Paralegal
- Public Service Law
- Lobbyist
- Corporate Law

Public Service

- Social Work
- Psychology / Counseling
- Clergy
- Non-profit Administration
- Non-profit Service
- State and Local Government
- Federal Government
- National Security
(CIA, FBI, NSA, Military)
- Policy
- Politics

FUNCTIONAL SKILLS: KNOWING YOUR STRENGTHS

Functional skills are competencies that are transferable to many different work settings. Developing a list of the functional skills you have *and* most enjoy using can help you focus on positions that would fit your talents and provide more satisfaction.

Check all those skills you have, and then circle the top 10 underlined skills you would enjoy using most. After completing this section, proceed to the next page.

Communications

Exchange, convey, and express knowledge and ideas.

- Write
- Edit
- Summarize
- Verbal Communication
- Listen
- Facilitate Discussion
- Consult
- Teach
- Train
- Sell
- Promote
- Use Languages
- Interview
- Ask Questions
- Make Presentations
- Negotiate
- Think On One's Feet
- Conversational Ability
- Entertain, Perform, Host
- Deal with Public
- Public Speaking
- Teamwork

Information Management

Arrange and retrieve data, knowledge, and ideas.

- Math Skills
- Organize Information
- Manage Information
- Keep Records
- Attend to Detail
- Logical Ability
- Develop Systems
- Categorize
- Summarize
- Streamline Systems
- Monitor

Organization Management

Direct and guide a group in completing tasks and attaining goals.

- Solve Problems
- Time Management
- Make Decisions
- Lead
- Meet Deadlines
- Supervise
- Motivate
- Recruit
- Resolve Conflicts
- Mediate
- Initiate Projects
- Organize
- Coordinate
- Handle Logistics
- Put Theory Into Practice
- Delegate
- Give Directions
- Assume Responsibility
- Determine Policy
- Interpret Policy
- Apply Policy
- Set Priorities
- Strategize

Design & Planning

Imagine the future and develop a process for creating it.

- Anticipate Problems
- Plan
- Conceptualize
- Design
- Display
- Layout / Format
- Design Programs
- Anticipate Consequences
- Brainstorm New Ideas
- Think Visually
- Improvise
- Compose
- Adapt
- Create Images

Research & Investigation

Search for specific knowledge.

- Analyze Ideas
- Analyze Data
- Research
- Investigate
- Read for Information
- Interview for Information
- Gather Data
- Evaluate
- Critical Thinking
- Synthesize Information
- Observe
- Outline
- Formulate Hypotheses
- Develop Theory
- Calculate / Compare

Human Service

Attend to physical, mental or social needs of people.

- Interpersonal Skills
- Group Process
- Sensitivity to Needs
- Empathize
- Counsel
- Advocate
- Use Intuition
- Coach
- Provide Care

Physical

Use hands or tools to build, repair, and invent.

- Build
- Construct
- Invent
- Operate Equipment
- Repair
- Restore
- Use Physical Coordination

FUNCTIONAL SKILLS (Continue)

Write your top 10 skills in the space below with a brief example of how you have used this skill in a job, internship, extracurricular activity, or class. This provides a central theme for focusing your job search and preparing for interviews.

**Your Top 10 Preferred
Functional Skills**

Example of how you used this skill

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

SAMPLE

CLARIFYING YOUR WORK VALUES: KNOWING WHAT'S MOST IMPORTANT TO YOU

Values are a set of standards that determine attitudes, choices, and action. Mapping your value priorities can help lay important groundwork for making sound career decisions that fit your unique pattern of values, interests, and talents. Work-related values underlie our choices about work. Some people value creativity; others place a premium on income or contributing.

Workplaces are becoming more collaborative, and people are increasingly looking not just for jobs, but also for organizations whose values and culture align with their own. By the same token, the most effective organizations attract people who already share most of their key values. Discussing your values in an appointment with a career counselor can help you focus and choose work environments and positions that are the best fit for you.

Underline all the values most important in your work life for the next few years. Then narrow down the list and circle the top ten values that are absolutely essential to express or satisfy in your work. Prioritize those top ten and define them on the next page.

Work Content

- Challenging
- Leading
- Competence
- Mastery
- Risk
- Leading Edge
- Detail-Oriented
- Social Activism
- Learning
- Excellence
- Focus
- Creativity
- Variety
- Growth
- Knowledge
- Control
- Adventure
- Helping
- Initiating

Work Setting

- Flexibility
- Deadline Pressure
- Surroundings
- Time Freedom
- Security
- High Earnings

- Action-Oriented
- Structure
- Relaxed Pace
- Casual
- Quiet
- Organized
- Excitement
- Pressure
- Predictability
- Location
- Public Contact
- Comfortable Income

Work Relationships

- Teamwork
- Trust
- Cultural Identity
- Caring
- Competition
- Cooperation
- Diversity
- Collaboration
- Humor
- Harmony
- Autonomy
- Recognition
- Support
- Open Communication

- People Contact
- Independence
- Fun

Intrinsic Values

- Integrity
- Status
- Prestige
- Achievement
- Respect
- Responsibility
- Power
- Influence
- Appreciation
- Helping
- Belonging
- Community
- Equality
- Independence
- Contributing
- Service
- Authenticity
- Commitment
- Balance
- Honesty
- Having an Impact
- Fairness

Other Values: _____

WORK ENVIRONMENT

It is important to note the specific criteria you are seeking in a work environment as you consider various career paths and again as you evaluate actual job opportunities.

Circle and/or describe the criteria that fit for you and write in any others that are important.

<p>Organizational Surroundings</p> <input type="checkbox"/> Formal <input type="checkbox"/> Relaxed <input type="checkbox"/> Outdoor <input type="checkbox"/> Indoor <input type="checkbox"/> Other: _____	<p>Type of Organization</p> <input type="checkbox"/> Small <input type="checkbox"/> Large <input type="checkbox"/> Established <input type="checkbox"/> New <input type="checkbox"/> Other: _____
<p>Atmosphere</p> <input type="checkbox"/> Fast-Paced <input type="checkbox"/> Calm <input type="checkbox"/> Friendly <input type="checkbox"/> Hard-Working <input type="checkbox"/> Other: _____	<p>Work Hours</p> <input type="checkbox"/> Long <input type="checkbox"/> Short <input type="checkbox"/> Flexible <input type="checkbox"/> Set <input type="checkbox"/> Other: _____
<p>Location</p> <input type="checkbox"/> Cities/Countries <input type="checkbox"/> Near Family/Friends <input type="checkbox"/> Commute Time Willing to Travel <input type="checkbox"/> Cost of Living <input type="checkbox"/> Additional Lifestyles Factors <input type="checkbox"/> Other: _____	<p>Salary</p> <input type="checkbox"/> Required Salary <input type="checkbox"/> Desired Salary <input type="checkbox"/> Benefits <input type="checkbox"/> Incentives and Bonuses <input type="checkbox"/> Moving Expenses <input type="checkbox"/> Other: _____
<p>Interact With Others</p> <input type="checkbox"/> Work Alone <input type="checkbox"/> Work with Costumers <input type="checkbox"/> Work in Teams <input type="checkbox"/> Socialize with Co-Workers <input type="checkbox"/> Other: _____	<p>Supervision</p> <input type="checkbox"/> Close Style of Management <input type="checkbox"/> Independent Style <input type="checkbox"/> Team-Oriented <input type="checkbox"/> Regular Feedback <input type="checkbox"/> Other: _____
<p>Types of Opportunities</p> <input type="checkbox"/> Advancement <input type="checkbox"/> Training <input type="checkbox"/> Mentors <input type="checkbox"/> Other: _____	<p>Additional Factors</p> <input type="checkbox"/> Travel <input type="checkbox"/> Reputation of Organization <input type="checkbox"/> Purpose and Mission of Organization <input type="checkbox"/> Other: _____

Summarize your identified work environment preferences.

Sample - Student Self-Assessment Form

My strengths are:

1.

2.

3.

My areas for development are:

1.

2.

3.

The primary challenges that I'm facing right now that may keep me from achieving my goals are:

1.

2.

3.

4.

The most important things I can do over the next 6 months to build o my strengths and overcome my challenges are:

1.

2.

3.

4.

The goals I hope to accomplish through the Mentor Program this year are:

1.

2.

3.

Check the areas in which you would like assistance:

Graduate and Professional School

- I need help deciding whether I should attend graduate/professional school
- I need help identifying graduate/professional schools
- I need help applying to graduate/professional school
- I need help developing a Statement of Purpose
- I need help identifying people to ask to write letter of recommendation
- Other

Career

- I need help researching what career to pursue
- I need help developing a resume
- I need help identifying people to ask to serve as references
- I need help learning interview skills
- I need help learning business etiquette
- Other

Sample Questions Students May Ask Mentors

The mentees will be searching for information which will help him/her understand the realities of working in your field. He/She will be doing the investigation and interviewing. Here are some questions your mentee may consider:

1. What is your job like?

- What do you do on a typical day?
- What kinds of problems do you deal with?
- What kinds of decisions do you make?

2. What are the most important personal satisfactions and dissatisfactions connected with your occupation?

- What part of your job do you consider dull or repetitious?
- What percentage of your time do you devote to your job?

3. What social obligations go along with a position in your occupation?

- Are there professional organizations that you are expected to join?
- Are there other things you are expected to do outside of work hours?
- Do you consistently work overtime, on the weekends or take home work?

4. What things did you do before you entered this occupation?

- What were the jobs you had that led to this one?
- What did you like best and least about your previous jobs?

5. What sorts of changes are occurring in your occupation?

- Is there a demand for people in this field?
- Do you view this field as a growing one?
- How do you see the jobs in this field changing over the next ten years?
- What can I do to prepare myself for such changes?

6. How does a person progress in your field?

- What is the best way to enter this occupation?
- What are the advancement opportunities?
- What are the major qualifications for success in this particular occupation?
- How long does it usually take to move from one step to the next in the career path?
- What is the top job you can attain in this field?
- What are the basic prerequisites and skills for jobs in the field?
- What entry level jobs qualify one for this field?
- What types of training do companies give to persons entering this field?
- What are the salary ranges for various levels in this field?

7. Could you suggest other people who I can talk to who work in this field or in related fields?

- May I read a job description for some of the positions in this field?

8. Is there information which I could read that would make me more knowledgeable in this area?

Program Contacts

RESOURCES AND SOCIAL SCIENCES CLUBS & ORGANIZATIONS

Rosemarie Swatez

Associate Director, Development
School of Social Sciences
3151 Social Science Plaza B
(949) 824-2511
socsci.mentor@uci.edu
www.socsci.uci.edu/mentor

Undergraduate Student Affairs

Social & Behavioral Sciences Building, Suite 1201
(949) 824-6803
hmorgan@uci.edu
www.socsci.uci.edu/ugs

Social Sciences Academic Resource Center

Social & Behavioral Sciences Building, Suite 1230
(949) 824-8322
ssarc@uci.edu
www.socsci.uci.edu/ssarc

UCI Career Center

100 Student Services 1
(949) 824-6881
www.career.uci.edu

Undergraduate Research Opportunities Program

Student Services 2, Suite 2300
(949) 824-4189
urop@uci.edu
www.urop.uci.edu

SOCIAL SCIENCES CLUBS AND ORGANIZATIONS

Anthropology Club

<http://www.anthro.uci.edu/programs/AnthroClubHome.htm>

Deans Ambassador's Council (AC)

<http://www.socsci.uci.edu/ambassadors>

Global Connect @ UCI

<http://www.socsci.uci.edu/globalconnect>

Latino Business Student Association (LBSA)

<http://www.lbsauci.com/>

Middle East Students Student Initiative (MESSI)

<http://clubs.uci.edu/messi/>

Model United Nations

<http://www.socsci.uci.edu/mun>

Psychology Student Association

<http://www.geocities.com/psanow/>

Mock Trial

<http://www.irvinemocktrial.com/>

SOME USEFUL CAMPUS WEBSITES

Visit the following sites to find out what's new on the UCI campus, to search for UCI events including lectures, shows, and athletic events:

Campus News

www.today.uci.edu

Campus Events

www.today.uci.edu/calendar

UCI Athletics

www.athletics.uci.edu

UCI Alumni Association

www.alumni.uci.edu

Clair Trevor School of the Arts

www.arts.uci.edu

Counseling Center

www.counseling.uci.edu



School *of* Social Sciences Development Office
3151 Social Science Plaza B
University *of* California • Irvine
Irvine, CA 92697-5100

