



UNIVERSITY of CALIFORNIA • IRVINE

# SCHOOL of SOCIAL SCIENCES



# MENTORSHIP PROGRAM

Student Guide



2009-2010



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# 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 career 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 will receive academic and career guidance, networking opportunities, and insights into the working world. You can find answers to 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?*

## THE BENEFITS OF MENTORING

### 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

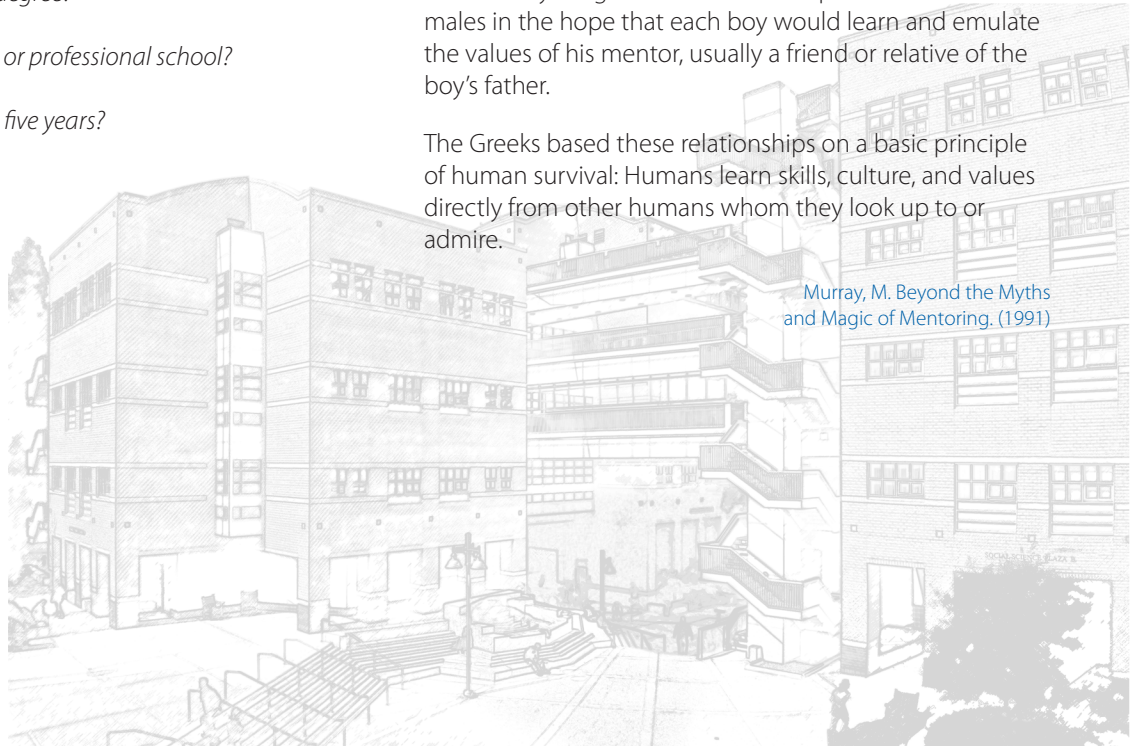
## WHAT IS MENTORING?

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

## & DO'S, DON'TS AND REQUIREMENTS

### 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.

### 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.

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.

# Tips for an Effective Mentoring Relationship

As a student, you have a unique opportunity to learn from someone who, like you, has experienced life as a student in the Social Sciences and is now a professional in the field you plan to pursue.

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

- 1. Maintain Regular Contact** - Consistent contact builds dependability and trust. A minimum commitment of one weekly e-mail is strongly encouraged.
- 2. Open Up** - Feel free to share with your mentor issues you may find sensitive or embarrassing. He or she can help you find a solution or a new perspective.
- 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 your mentor to see what you do. Let your mentor see your human side.
- 6. Share Your Doubts** - Share your concerns and doubts about specific jobs, career paths, organizational cultures and industries.
- 7. Avoid Being Judgmental** - Acceptance without conditions communicates that your concern comes without strings attached.
- 8. Be Self-Sufficient** - Don't expect your mentor to do thing for you that you can do yourself. Your mentor's greatest gift is to help you discover your own solutions to problems.
- 9. Don't Expect your Mentor to have all the Answers** - Sometimes talking things over can help you look at things from a different angle and find your own answers..
- 10. Be Open to Constructive Criticism** - Critical feedback is essential to your own improvement and development.

**11. Accept Guidance** - Ask for and listen to your mentor's advice about how to conduct yourself in different settings.

**12. Respect Confidentiality** - Good friends do.

**13. If the relationship seems to stall, hang in there**

## THINGS TO CONSIDER

- Prior to your first meeting, write down three things you would like to achieve through mentoring and rank them in order of importance to you. Also, write down three things that concern you about meeting with your mentor and rank them in order of importance.
- Write down three things you would like your mentor to provide, if not included in your previous list.
- Prepare a brief autobiography including your vision, mission or life goals and share it with your mentor at your first meeting.
- Dealing with time is a key aspect of the success of mentoring. Make sure you are clear about your needs.
- Be prepared to do some homework in order to show initiative, leadership and self-reliance. Explore alternative options for asking questions or gaining information other than just relying on your mentor.
- The focus of most successful mentoring is mutual learning. Feel free to explore what you have to offer the mentor. A sense of humor and a sense of enjoyment of your time together are essential as well.
- If your needs are not being met, make sure to discuss this with your mentor. Recognizing your changing needs and finding a respectful way to meet your learning goals are some of the keys to successful mentoring.

# 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' Mentor Program will host 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 lay the foundation of the mentoring partnership, as well as 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
<b>Mentor Program Kick-Off</b>	<b>Thu, Nov 5</b>
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
<b>Mentor Program Mid-Point Program</b>	<b>Thu, Feb 18</b>
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
<b>Mentor Program End of Year Reception</b>	<b>Thu, May 31</b>
Instruction ends	Fri, Jun 4
Final examinations	Mon-Fri, Jun 7-11
Commencement	Fri-Sun, Jun 11-13

# Student Action Plan

## PRIOR TO KICK-OFF RECEPTION

1. Review mentor's profile form.
2. Contact Mentor 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 mentor at Kick-Off Reception
5. Set Dates and times for future meetings.
6. Network with other mentors and students at reception.

## FIRST MEETING

7. Learn about your mentor's interests and background. Review his profile.
8. Fill-out your Student's Stanford's Career Development Center Assessment Tool Kit.
9. Fill-out your Student's Self-Assessment form.

10. Be prepared to discuss your expectations and academic and career goals.

11. Identify specific goals to accomplish by the end of the year.

## SUBSEQUENT MEETINGS

12. Review your class schedule and academic plan.

13. Review your resume or statement of purpose. If not developed, attend a Career Center or Social Sciences Academic Resource Center workshop.

14. Role play interview situations if applicable.

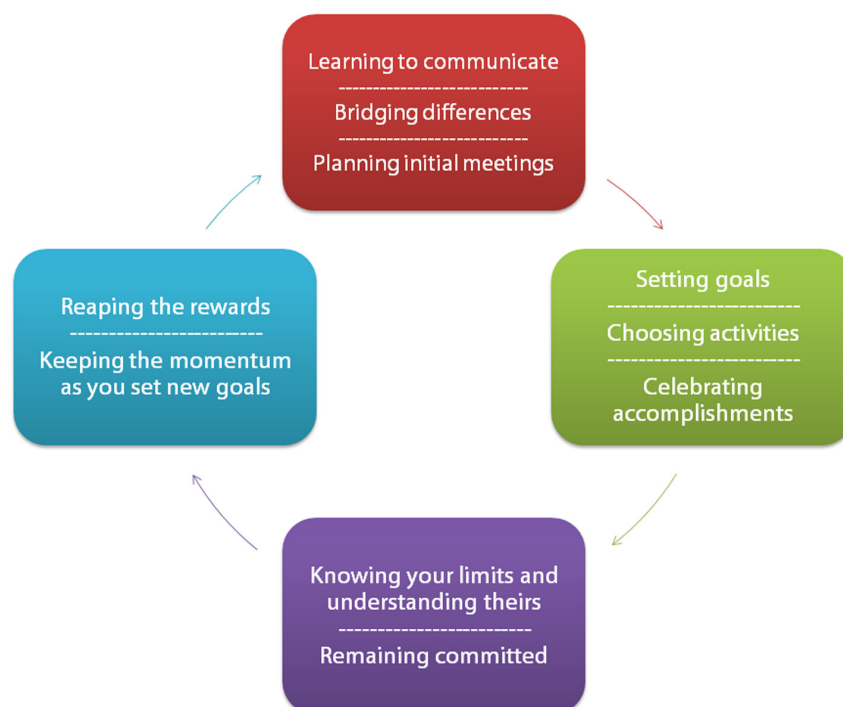
15. Make an effort to contact your mentor at least once a month to keep the partnership on track.

16. Conduct wrap-up meeting with mentor.

17. Complete mentor program evaluation.

## MENTORING CYCLE

Most mentor/student relationships eventually pass through these four phases (see diagram below):



## 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?**

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

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

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**What is the most gratifying thing you have accomplished?**

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

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

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## 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.

# 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



# 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><b>Organizational Surroundings</b></p> <input type="checkbox"/> Formal <input type="checkbox"/> Relaxed <input type="checkbox"/> Outdoor <input type="checkbox"/> Indoor <input type="checkbox"/> Other: _____	<p><b>Type of Organization</b></p> <input type="checkbox"/> Small <input type="checkbox"/> Large <input type="checkbox"/> Established <input type="checkbox"/> New <input type="checkbox"/> Other: _____
<p><b>Atmosphere</b></p> <input type="checkbox"/> Fast-Paced <input type="checkbox"/> Calm <input type="checkbox"/> Friendly <input type="checkbox"/> Hard-Working <input type="checkbox"/> Other: _____	<p><b>Work Hours</b></p> <input type="checkbox"/> Long <input type="checkbox"/> Short <input type="checkbox"/> Flexible <input type="checkbox"/> Set <input type="checkbox"/> Other: _____
<p><b>Location</b></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><b>Salary</b></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><b>Interact With Others</b></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><b>Supervision</b></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><b>Types of Opportunities</b></p> <input type="checkbox"/> Advancement <input type="checkbox"/> Training <input type="checkbox"/> Mentors <input type="checkbox"/> Other: _____	<p><b>Additional Factors</b></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.

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## 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 for Students to 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 you may consider asking your mentor:

## 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

### PROGRAM AND RESOURCES CONTACTS

#### Rosemarie Swatez

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

#### Undergraduate Student Affairs

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

#### Social Sciences Academic Resource Center

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

#### UCI Career Center

100 Student Services 1  
(949) 824-6881  
[www.career.uci.edu](http://www.career.uci.edu)

#### Undergraduate Research Opportunities Program

Student Services 2, Suite 2300  
(949) 824-4189  
[urop@uci.edu](mailto:urop@uci.edu)  
[www.urop.uci.edu](http://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](http://www.today.uci.edu)

#### Campus Events

[www.today.uci.edu/calendar](http://www.today.uci.edu/calendar)

#### UCI Athletics

[www.athletics.uci.edu](http://www.athletics.uci.edu)

#### UCI Alumni Association

[www.alumni.uci.edu](http://www.alumni.uci.edu)

#### Clair Trevor School of the Arts

[www.arts.uci.edu](http://www.arts.uci.edu)

#### Counseling Center

[www.counseling.uci.edu](http://www.counseling.uci.edu)

## SPECIFIC STUDENT RESOURCES

**UCI CAREER CENTER WEBSHOPS** available through the Career Center at the link below:  
[http://www.career.uci.edu/Students/students\\_workshops.aspx#online](http://www.career.uci.edu/Students/students_workshops.aspx#online)

**Introduction to On-Campus Interviews:** Complete the mandatory introduction on-line! Learn the benefits and features of OCI and receive access within 1 business day of completing the entire webshop.

**Resume Basics:** Learn the basic elements of a resume.

**Successful Interviewing:** Gain hints and tips for a successful interview.

**Behavioral Based Interviews:** Discover how to answer this very common type of interview questioning.

**Dress for Success:** See the proper way to dress when interacting with an employer.

**Job Searching in the Current Economy:** Facts and strategies to help find a job in the current conditions.

**Internship Answers:** Learn what an internship is, how to obtain one, and how to make of one.

**Job Search Strategies for LGBT Students:** Tips for LGBT students during the job search process.

### UCI CAREER CENTER QUICK TIPS

[http://www.career.uci.edu/Students/students\\_quick\\_answers.aspx](http://www.career.uci.edu/Students/students_quick_answers.aspx)

Do you have a quick question, but not a lot of time? Use our Quick Tips! Hard copies of all our Quick Tips are available at the Career Center. For more help on resumes writing, interviewing, job search strategies, and more.

### Planning Your Future

- Transfer Student Guide
- Lacking Career Direction?
- Choosing a Major
- Informational Interview Suggestions

### Applying for a Job

- Job Search Strategies
- Finding a Work-Study Job
- How to Write a Cover Letter
- How to Write a Resume
- Phone Interview Techniques
- Interview Techniques
- How to Dress For an Interview
- After the Offer

### Applying to Graduate School

- Items to Consider When Looking at Grad School
- Admissions Process for Graduate School
- Law School Admissions Process
- Grad School for Health Professions
- Business School FAQ
- Tips for Writing a Personal Statement

### Etiquette and Interpersonal Skills

- Dining Etiquette
- Networking
- Networking for PhD Students

### UCI CAREER CENTER VIDEO VAULT

[http://www.career.uci.edu/Students/students\\_video.aspx](http://www.career.uci.edu/Students/students_video.aspx)  
Sample videos you will find here:

- Resume
- Internships
- Job Search
- Career Fairs
- Interview
- New Grads
- Graduate Students
- Career FAQs
- CareerLink (Informational Interviews)



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