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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 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 opportunity 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.


7. The Law of Inspection: Monitor, review, provide feedback, and discuss potential actions. Do not expect performance without inspection.


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.

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.
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

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:

- Learning to communicate
  - Bridging differences
  - Planning initial meetings

- Reaping the rewards
  - Keeping the momentum as you set new goals

- Setting goals
  - Choosing activities
  - Celebrating accomplishments

- Knowing your limits and understanding theirs
  - Remaining committed

**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

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Enrollment begins</td>
<td>Mon, May 18</td>
</tr>
<tr>
<td>Quarter begins</td>
<td>Mon, Sep 21</td>
</tr>
<tr>
<td>Orientation</td>
<td>Mon-Wed, Sep 21-23</td>
</tr>
<tr>
<td>Instruction begins</td>
<td>Thu, Sep 24</td>
</tr>
<tr>
<td>Veterans' Day Holiday</td>
<td>Wed, Nov 11</td>
</tr>
<tr>
<td><strong>Mentor Program Kick-Off</strong></td>
<td><strong>Thu, Nov 5</strong></td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>Thu-Fri, Nov 26-27</td>
</tr>
<tr>
<td>Final examinations</td>
<td>Mon-Fri, Dec 7-11</td>
</tr>
<tr>
<td>Quarter ends</td>
<td>Fri, Dec 11</td>
</tr>
<tr>
<td>Christmas Holiday</td>
<td>Thu – Fri, Dec 24-Dec 25</td>
</tr>
<tr>
<td>New Years Holiday</td>
<td>Thu-Fri, Dec 31-Jan 1</td>
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</table>

#### Winter Quarter 2010 - 48 days of instruction

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Enrollment begins</td>
<td>Mon, Nov 16</td>
</tr>
<tr>
<td>Quarter begins</td>
<td>Mon, Jan 4</td>
</tr>
<tr>
<td>Orientation</td>
<td>Mon, Jan 4</td>
</tr>
<tr>
<td>Instruction begins</td>
<td>Mon, Jan 4</td>
</tr>
<tr>
<td>Martin Luther King Jr., Holiday</td>
<td>Mon, Jan 18</td>
</tr>
<tr>
<td>Presidents' Day Holiday</td>
<td>Mon, Feb 15</td>
</tr>
<tr>
<td><strong>Mentor Program Mid-Point Program</strong></td>
<td><strong>Thu, Feb 18</strong></td>
</tr>
<tr>
<td>Homecoming</td>
<td>March 2010</td>
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<tr>
<td>Instruction ends</td>
<td>Fri, Mar 12</td>
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<tr>
<td>Final examinations</td>
<td>Mon-Fri, Mar 15-19</td>
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#### Spring Quarter 2010 - 49 days of instruction

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<td>Enrollment begins</td>
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<td>Quarter begins</td>
<td>Wed, Mar 24</td>
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<tr>
<td>Orientation</td>
<td>Wed-Thu, Mar 24-25</td>
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<tr>
<td>Cesar Chavez Day Holiday</td>
<td>Fri, Mar 26</td>
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<td>Instruction begins</td>
<td>Mon, Mar 29</td>
</tr>
<tr>
<td>Celebrate UCI</td>
<td>April 2009</td>
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<tr>
<td>Memorial Day Holiday</td>
<td>Mon, May 31</td>
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<tr>
<td><strong>Mentor Program End of Year Reception</strong></td>
<td><strong>Thu, May 31</strong></td>
</tr>
<tr>
<td>Instruction ends</td>
<td>Fri, Jun 4</td>
</tr>
<tr>
<td>Final examinations</td>
<td>Mon-Fri, Jun 7-11</td>
</tr>
<tr>
<td>Commencement</td>
<td>Fri-Sun, Jun 11-13</td>
</tr>
</tbody>
</table>
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)

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 Standford’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#
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 online 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

### 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

### 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

### 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

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

### 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
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.

<table>
<thead>
<tr>
<th>Communications</th>
<th>Organization Management</th>
<th>Research &amp; Investigation</th>
<th>Design &amp; Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchange, convey, and express knowledge and ideas.</td>
<td>Direct and guide a group in completing tasks and attaining goals.</td>
<td>Search for specific knowledge.</td>
<td>Imagine the future and develop a process for creating it.</td>
</tr>
<tr>
<td>Write</td>
<td>Solve Problems</td>
<td>Analyze Ideas</td>
<td>Anticipate Problems</td>
</tr>
<tr>
<td>Edit</td>
<td>Time Management</td>
<td>Analyze Data</td>
<td>Plan</td>
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<td>Summarize</td>
<td>Make Decisions</td>
<td>Research</td>
<td>Conceptualize</td>
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<td>Verbal Communication</td>
<td>Lead</td>
<td>Investigate</td>
<td>Design</td>
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<td>Listen</td>
<td>Meet Deadlines</td>
<td>Read for Information</td>
<td>Display</td>
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<td>Facilitate Discussion</td>
<td>Supervise</td>
<td>Interview for Information</td>
<td>Layout / Format</td>
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<td>Consult</td>
<td>Motivate</td>
<td>Gather Data</td>
<td>Design Programs</td>
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<td>Teach</td>
<td>Recruit</td>
<td>Evaluate</td>
<td>Anticipate Consequences</td>
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<tr>
<td>Train</td>
<td>Resolve Conflicts</td>
<td>Critical Thinking</td>
<td>Brainstorm New Ideas</td>
</tr>
<tr>
<td>Sell</td>
<td>Mediate</td>
<td>Synthesize Information</td>
<td>Think Visually</td>
</tr>
<tr>
<td>Promote</td>
<td>Initiate Projects</td>
<td>Observe</td>
<td>Improvise</td>
</tr>
<tr>
<td>Use Languages</td>
<td>Organize</td>
<td>Outline</td>
<td>Compose</td>
</tr>
<tr>
<td>Interview</td>
<td>Coordinate</td>
<td>Formulate Hypotheses</td>
<td>Adapt</td>
</tr>
<tr>
<td>Ask Questions</td>
<td>Handle Logistics</td>
<td>Develop Theory</td>
<td>Create Images</td>
</tr>
<tr>
<td>Make Presentations</td>
<td>Put Theory Into Practice</td>
<td>Calculate / Compare</td>
<td></td>
</tr>
<tr>
<td>Negotiate</td>
<td>Delegate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Think On One’s Feet</td>
<td>Give Directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conversational Ability</td>
<td>Assume Responsibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entertain, Perform, Host</td>
<td>Determine Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deal with Public</td>
<td>Interpret Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Speaking</td>
<td>Apply Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>Set Priorities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategize</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information Management</th>
<th>Human Service</th>
<th>Physical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrange and retrieve data, knowledge, and ideas.</td>
<td>Attend to physical, mental or social needs of people.</td>
<td>Use hands or tools to build, repair, and invent.</td>
</tr>
<tr>
<td>Math Skills</td>
<td>Interpersonal Skills</td>
<td>Build</td>
</tr>
<tr>
<td>Organize Information</td>
<td>Group Process</td>
<td>Construct</td>
</tr>
<tr>
<td>Manage Information</td>
<td>Sensitivity to Needs</td>
<td>Invent</td>
</tr>
<tr>
<td>Keep Records</td>
<td>Empathize</td>
<td>Operate Equipment</td>
</tr>
<tr>
<td>Attend to Detail</td>
<td>Counsel</td>
<td>Repair</td>
</tr>
<tr>
<td>Logical Ability</td>
<td>Advocate</td>
<td>Restore</td>
</tr>
<tr>
<td>Develop Systems</td>
<td>Use Intuition</td>
<td></td>
</tr>
<tr>
<td>Categorize</td>
<td>Coach</td>
<td>Use Physical Coordination</td>
</tr>
<tr>
<td>Summarize</td>
<td>Provide Care</td>
<td></td>
</tr>
<tr>
<td>Streamline Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor</td>
<td></td>
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</tr>
</tbody>
</table>

Career Development Center, Stanford University
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.

<table>
<thead>
<tr>
<th>Your Top 10 Preferred Functional Skills</th>
<th>Example of how you used this skill</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Career Development Center, Stanford University
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.

<table>
<thead>
<tr>
<th>Work Content</th>
<th>Intrinsic Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Challenging</td>
<td>□ Integrity</td>
</tr>
<tr>
<td>□ Leading</td>
<td>□ Status</td>
</tr>
<tr>
<td>□ Competence</td>
<td>□ Prestige</td>
</tr>
<tr>
<td>□ Mastery</td>
<td>□ Achievement</td>
</tr>
<tr>
<td>□ Risk</td>
<td>□ Respect</td>
</tr>
<tr>
<td>□ Leading Edge</td>
<td>□ Responsibility</td>
</tr>
<tr>
<td>□ Detail-Oriented</td>
<td>□ Power</td>
</tr>
<tr>
<td>□ Social Activism</td>
<td>□ Influence</td>
</tr>
<tr>
<td>□ Learning</td>
<td>□ Appreciation</td>
</tr>
<tr>
<td>□ Excellence</td>
<td>□ Helping</td>
</tr>
<tr>
<td>□ Focus</td>
<td>□ Belonging</td>
</tr>
<tr>
<td>□ Creativity</td>
<td>□ Community</td>
</tr>
<tr>
<td>□ Variety</td>
<td>□ Equality</td>
</tr>
<tr>
<td>□ Growth</td>
<td>□ Independence</td>
</tr>
<tr>
<td>□ Knowledge</td>
<td>□ Having an Impact</td>
</tr>
<tr>
<td>□ Control</td>
<td>□ Contribution</td>
</tr>
<tr>
<td>□ Adventure</td>
<td>□ Service</td>
</tr>
<tr>
<td>□ Helping</td>
<td>□ Authenticity</td>
</tr>
<tr>
<td>□ Initiating</td>
<td>□ Commitment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work Setting</th>
<th>Work Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Flexibility</td>
<td>□ Teamwork</td>
</tr>
<tr>
<td>□ Deadline Pressure</td>
<td>□ Trust</td>
</tr>
<tr>
<td>□ Surroundings</td>
<td>□ Cultural Identity</td>
</tr>
<tr>
<td>□ Time Freedom</td>
<td>□ Caring</td>
</tr>
<tr>
<td>□ Security</td>
<td>□ Competition</td>
</tr>
<tr>
<td>□ High Earnings</td>
<td>□ Cooperation</td>
</tr>
<tr>
<td></td>
<td>□ Diversity</td>
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<tr>
<td></td>
<td>□ Collaboration</td>
</tr>
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<td></td>
<td>□ Humor</td>
</tr>
<tr>
<td></td>
<td>□ Harmony</td>
</tr>
<tr>
<td></td>
<td>□ Autonomy</td>
</tr>
<tr>
<td></td>
<td>□ Recognition</td>
</tr>
<tr>
<td></td>
<td>□ Support</td>
</tr>
<tr>
<td></td>
<td>□ Open Communication</td>
</tr>
</tbody>
</table>

Other Values: ______________________________________________________________________
<table>
<thead>
<tr>
<th>Your Top 10 Values</th>
<th>Your definition of each value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Organizational Surroundings</th>
<th>Type of Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Formal</td>
<td>□ Small</td>
</tr>
<tr>
<td>□ Relaxed</td>
<td>□ Large</td>
</tr>
<tr>
<td>□ Outdoor</td>
<td>□ Established</td>
</tr>
<tr>
<td>□ Indoor</td>
<td>□ New</td>
</tr>
<tr>
<td>□ Other:____________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Atmosphere</th>
<th>Work Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Fast-Paced</td>
<td>□ Long</td>
</tr>
<tr>
<td>□ Calm</td>
<td>□ Short</td>
</tr>
<tr>
<td>□ Friendly</td>
<td>□ Flexible</td>
</tr>
<tr>
<td>□ Hard-Working</td>
<td>□ Set</td>
</tr>
<tr>
<td>□ Other:____________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Cities/Countries</td>
<td>□ Required Salary</td>
</tr>
<tr>
<td>□ Near Family/Friends</td>
<td>□ Desired Salary</td>
</tr>
<tr>
<td>□ Commute Time Willing to Travel</td>
<td>□ Benefits</td>
</tr>
<tr>
<td>□ Cost of Living</td>
<td>□ Incentives and Bonuses</td>
</tr>
<tr>
<td>□ Additional Lifestyles Factors</td>
<td>□ Moving Expenses</td>
</tr>
<tr>
<td>□ Other:____________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interact With Others</th>
<th>Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Work Alone</td>
<td>□ Close Style of Management</td>
</tr>
<tr>
<td>□ Work with Costumers</td>
<td>□ Independent Style</td>
</tr>
<tr>
<td>□ Work in Teams</td>
<td>□ Team-Oriented</td>
</tr>
<tr>
<td>□ Socialize with Co-Workers</td>
<td>□ Regular Feedback</td>
</tr>
<tr>
<td>□ Other:____________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types of Opportunities</th>
<th>Additional Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Advancement</td>
<td>□ Travel</td>
</tr>
<tr>
<td>□ Training</td>
<td>□ Reputation of Organization</td>
</tr>
<tr>
<td>□ Mentors</td>
<td>□ Purpose and Mission of Organization</td>
</tr>
<tr>
<td>□ Other:____________________</td>
<td></td>
</tr>
</tbody>
</table>

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 on 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
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