

Senior Mentoring Program *Beyond the Gates of High School*

Welcome!

Thank you for your commitment to provide guidance and encouragement aimed at developing the competence and character of our students. As a mentor, you provide mentees with support, friendship, reinforcement and a constructive example while preparing them for a successful transition to post-secondary education and a career! The nine-month mentoring program partners high school seniors with business partners from our community. Success stems from a sequence of smart choices and as a mentor you can help guide students in making those choices!

How the Program Works

Mentoring takes place throughout the academic school year, meeting once a month for a total of nine sessions. Each session has a specific focus designed to encourage students to be organized, responsible and productive; ultimately making post-secondary education a viable option. Students who participate in the mentor program all three years will have focused on the following themes:

Sophomore Year: Preparing for College and Beyond
Junior Year: Connecting Passions to Careers
Senior Year: Beyond the Gates of High School

We realize you have a busy schedule and we appreciate your commitment to this program! The real mentoring experience benefit comes from the mentor/mentee relationship and the regularity of your interaction with your students. **Should something prevent you from attending a mentoring session, please let us know as soon as possible.** Students will join another mentor's group for the day if necessary.

Mentoring Sessions

Outlines for each session are included in this packet; students will be given their own version. Each mentoring session will begin with informal, ice-breaker conversation between mentors and students, followed by a review of the previous month's topic and any homework that was assigned. Next, you will introduce the month's topic and lead any discussion or activities detailed in your monthly outline.* Towards the end of the meeting, you are encouraged to offer advice and discuss how the current subject relates to college and/or the work place. Remember, your individual connection with each student is what makes this program special. Be sure to share your own college and career experiences too!

*Note: Mentors are encouraged to follow each session's curriculum in addition to promoting student-driven discussions that occur outside the monthly topic.

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September Session

Introduction

1. Purpose of Session - Introduction: The first meeting will focus on introducing business partners and the mentoring program to students. Introduce the year's theme (*Beyond the Gates of High School*), and explain that meetings will include activities and discussion and at times will include assignments that will be discussed the following month.
2. Take a few minutes to review the monthly mentoring topics so the students know what to expect in the coming school year.
3. Fill out the *All About Me!* form and have students fill theirs out as well. This should take about 10-15 minutes. When completed, allow at least 20 minutes for everyone to share what they wrote to the group. Mentors, make sure to review your college and career choices that have led you to where you are today.

Note: If you are a returning mentor and have the same mentees, still go through the questions, specifically answering #2, 6, and 7.

4. Have students answer the questionnaire titled *A Review of Your College and Career Choice*. Allow discussion time for students to explain their answers and how you, as a mentor, can help/support room for growth.
5. Have students mark their calendars, if they haven't done so already, for the SAT and/ or ACT.

Note: Mentors should stress the importance of preparing in advance for all tests, since scores from the test(s) can be very influential in college admission and scholarship awards.

- SAT Test are offered 7 times per year in October, November, December, January, March, May and June
- SAT Subject Tests™ are offered 6 times per year in October, November, December, January, May and June
- Find dates at <http://sat.collegeboard.org/register/sat-us-dates>
- ACT Tests are also offered 6 times per year in September, October, December, February, April and June
- Find dates at <http://www.actstudent.org/regist/dates.html#first>

Direct mentees to the website below to download a definitive list of admissions rates and average test scores for dozens of popular colleges and universities:

<http://www.princetonreview.com/yourcores.aspx>

All About Me!

Directions: Take 5-10 minutes and respond to the following prompts. Your mentee(s) will have their own set of prompts. When completed, share your answers in a group.

General Information

Name: _____

Email: _____

Phone: _____

Business: _____

Job Title: _____

Description of duties: _____

1) My educational background and past work experiences include:

2) When I was your age, *the mentees' current age or year in school*, I engaged in the following activities, sports, classes, etc.:

3) My current interests/hobbies include *and/or* I am most happy when:

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4) Others would describe me as being: (outgoing, organized, adventurous, etc.):

5) Something most people do not know about me (i.e. my biggest fear, instrument(s) I play, favorite sports, foreign language(s) I speak or wish I could speak, etc.):

6) I chose to be a mentor for the following reason(s):

For continuing mentors: Why did you choose to mentor again?

7) My expectations for being a mentor include (what I hope to gain from this experience/ relationship):

For continuing mentors: Building on last years' experience, what new expectations/goals do you have for yourself as well as your mentee(s)?

This area is for you to take notes on what your mentees share with the group.

A Review of Your College and Career Choice

Directions: Answer the following questions below and be ready to share with your mentor and group.

1. Since completing my junior year, I find that my career choices center around:

2. When preparing for my post-secondary education, I plan to:

1= Strongly disagree, 2= Disagree, 3= Agree, 4= Strongly Agree

- | | | | | |
|---------------------------------------------------------------------------|---|---|---|---|
| • Apply to an out-of-state college | 1 | 2 | 3 | 4 |
| • Apply a college close to home | 1 | 2 | 3 | 4 |
| • Focus on a four-year university that offers graduate level degrees, too | 1 | 2 | 3 | 4 |
| • Pursue courses and/or study abroad programs in another country | 1 | 2 | 3 | 4 |

Other:

3. Now that I am a year older and a senior, I find that I see myself as a:

1= Strongly disagree, 2= Disagree, 3= Agree, 4= Strongly Agree

- | | | | | |
|------------------------------------------------------------------------------|---|---|---|---|
| • Leader/manager | 1 | 2 | 3 | 4 |
| • Supporter/care person | 1 | 2 | 3 | 4 |
| • Planner/visionary | 1 | 2 | 3 | 4 |
| • Thinking about what it would be like to go to a college in another country | 1 | 2 | 3 | 4 |
| • Researcher/investigator | 1 | 2 | 3 | 4 |
| • Teacher/instructor | 1 | 2 | 3 | 4 |
| • Problem solver/inventor | 1 | 2 | 3 | 4 |

Other:

Continue to next page....

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4. Knowing that a college degree is expensive, I have been researching:

1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree

- Websites for student loans 1 2 3 4
- And talking to my parents about what they need to submit for FAFSA 1 2 3 4
- Resources for student grants and fellowships 1 2 3 4
- Possible employment opportunities that don't interfere with school 1 2 3 4

Other:

5. Now that school has started, I feel that I am:

1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree

- Better prepared to focus on my future career of choice 1 2 3 4
- Better prepared to apply for colleges and choose the right one for me 1 2 3 4
- More focused on getting the best grades I can because I want to present a great application for college admissions 1 2 3 4

Other:

Discussion: Review your answers with your mentor(s). Be sure to ask where and how they can help/support you as the school year progresses.

Have you taken the SAT and/or ACT yet?

For SAT Subject Tests and Available dates visit:

<http://sat.collegeboard.org/register/sat-subject-test-dates>

KLEDF

October Session

College Prep (Choosing a Major and the Right School)

1. Purpose of Session – College Prep: This session will involve students updating their college and career plans from junior year, then re-visiting their action plan and updating if necessary.

Note: Mentor should review student’s knowledge of what each sub-goal is: identifying what resources students have, and identifying what they need to do in order to accomplish each step moving forward.

2. Have mentee(s) fill out the “*Updating My College/Career Action Plan*” worksheet and share with the group.
3. Have mentee(s) fill out the following worksheets and share with the group:
 - Extra-Curricular Activities
 - My High School Tracking Sheet
4. Allow 10 minutes for students to answer the questionnaire titled *Connecting Interests to Careers*.

Note: Mentor should facilitate a discussion with student(s) about realizing what motivates them to succeed and finding academic majors/minors that are applicable to those interests/careers.

5. **Homework:** Have students visit their preferred college’s website to find a course catalog. Find college major descriptions, along with lists of required courses.

Updating My College/Career Action Plan

Directions: It's a new school year and as a senior, you have a few months before starting on college applications. A lot may have changed since your junior year; so if you have new goals in mind, be sure to update your action plan below.

1) My educational/career goal is:

2) I'm interested in pursuing the following post-secondary education options (education after high school): *Circle at least one.*

Vocational Education/Training Associate's Degree Bachelor's Degree
Master's Degree Doctorate Degree Military Undecided

3) I'm interested in Majoring and/or Minor in:

4) My, preferred, top three colleges include:

1. _____
2. _____
3. _____

5) I took/plan on taking the SAT and/or ACT on the following date(s): _____

6) If I work during college, I would like to do the following:

7) If I receive a scholarship, it will most likely be for:

8) I plan on visiting/touring the following campuses:

Extra-Curricular Activities Worksheet

College applications ask you to list your honors and extracurricular activities. So be sure to keep track of your accomplishments, projects, honors/awards and extra-curricular activities.

Directions: List activities in the table below for each year while they are fresh in your mind.

	Freshman Year	Sophomore Year	Junior Year	Senior Year
Clubs				
Sports				
Academic Honors				
Community Service				
Other				

Tracking “a-g” Courses Review

Minimum admission requirements to attend college represent exactly that, the minimum academic standards students must attain to be considered for admission. However, and this is important for students to understand, meeting the minimum requirements does not guarantee admission to a particular campus. Often, admission to a specific campus and/or program(s) is extremely competitive and requires students to satisfy far more demanding standards.

For more information on admission requirements visit:

- University of California requirements: <http://admission.universityofcalifornia.edu/>
- California State University requirements: www.gotocsu.com

If you know what college campus you want to attend as well as the academic program, visit their website and review their admissions requirements/ recommendations!

Subject requirement

Freshman applicants will be required to complete a minimum of 15 yearlong "a-g" courses* in grades 9-12 (*1 course is equivalent to one 1 school year, not just a semester). Seven of these courses must be taken in the last two years of high school.

Students must complete:

a. History/social science	2 courses
b. English	4 courses
c. Mathematics	3 courses, including elementary algebra, geometry and intermediate algebra
d. Laboratory science	2 courses from two disciplines
e. Language other than English	2 courses
f. Visual and performing arts	1 course
g. College-preparatory elective	1 course

Eleven "a-g" courses must be completed prior to the 12th grade in order for applicants to receive a review of their application. No particular course pattern is required for this review.

My High School Tracking Sheet

Directions: Check off the courses you have already taken as well as the courses you are currently taking. In the Senior Yr. column, put stars for when you plan on taking the required course(s).

	Freshman Yr.	Sophomore Yr.	Junior Yr.	Senior Yr.
History/social science				
English				
Mathematics				
Laboratory science				
Language other than English				
Visual and performing arts				
College-preparatory elective				

Discussion: Are you on the right track to meeting “a-g” requirements? If your high school schedule permits you to take courses beyond the “a-g” requirements, what types of courses are you interested in pursuing? What type of courses can you take at your school that will help you obtain your post-secondary goals?

Questionnaire: Connecting Interests to Careers

Directions: Answer the following questions regarding career preparation and be ready to discuss with your mentor and the group.

- 1) What are your favorite classes now and why? Example: the reading material, the subject, the teacher, etc.

- 2) Which classes are your least favorite and why?

- 3) Rank your top three extra-curricular activities (at school or home) and explain why.

- 4) What do you like to do outside of school?

- 5) Do you currently work or volunteer when not in school? If yes, what do you do?

- 6) Do you feel it is more important to work alone or part of a team?

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7) How is this program or other school activities helping with your career choices?

8) Looking at all of your likes and dislikes, what motivates you and the type of career you want to pursue, what will you focus on when researching colleges and majors?

Example: big city, medium size campus – about 10,000-18,000 students, sports, etc.

9) What resources (web, people, other) can you utilize when exploring careers and majors to determine if it's right one for you?

The Most Popular College Majors

Finding a college major can be one of the most daunting tasks involved in attending college, and if you intend to go on to graduate school or a professional degree program, you might find yourself going through the process more than once. After all, everything from college scholarships to job opportunities to salaries can depend on the major you select. With all the soul-searching and tough questions involved in choosing your major, it can be nice to have a solid, factual basis from which to start, such as a list of the most popular college majors.

When determining your course of study, it can be helpful to find out the most popular college majors. However, you should not choose a college major just because it is popular or convenient. After all, the last thing you want to do is become a business major just to qualify for corporate scholarships. On the other hand, graduating with an obscure and out-of-demand major can leave you with limited post-graduation prospects. You don't want to realize too late that a second major in history or education would have helped open up more career opportunities for your Latin degree.

Understanding and selecting a major is a personal decision that should be based on a combination of your aptitudes and preferences, as well as consideration of which majors are likely to be in demand when you complete your studies.

According to a 2010 report published by the U.S. Department of Education, National Center for Education Statistics, the most popular college majors at the bachelor's degree level include:

- Business
- Social Sciences/History
- Health Sciences
- Education



The largest numbers of master's degrees were awarded in:

- Education
- Business



The most popular doctoral degrees include:

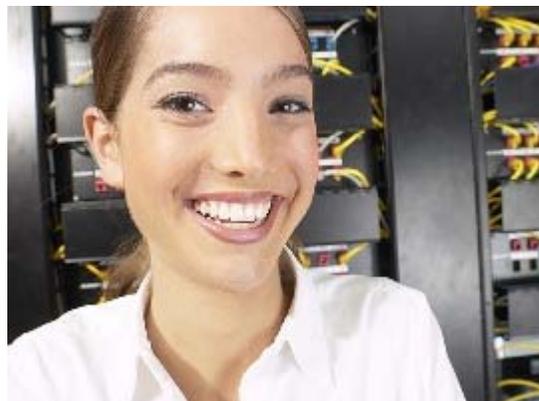
- Health Professions and Related Clinical Sciences
- Education
- Engineering
- Biological and Biomedical Sciences
- Psychology
- Physical Sciences



Note: This data is based on the percentage of undergraduate and graduate degrees conferred during the 2007-2008 school year.

Understanding Different College Majors

When considering different options for college majors, it's a good idea to spend some time learning what is really involved in different fields of study, especially if you are applying for scholarships for high school students. Sometimes it is hard to tell what is really involved in a particular major based simply on the title for the program of study. For example, unless you are already enrolled in business school, you aren't likely to understand the difference between an accounting major and a finance major.



College course catalogs are a good resource for finding college major descriptions, along with lists of required courses. Many schools publish their catalogs online, which can make it easy for you to compare college major descriptions at different schools you are considering. While catalog descriptions are an excellent starting point, they don't always paint a clear picture of the differences between programs of study that sound similar and share many courses in common. Before selecting a major, it's a good idea to make sure you fully understand the programs of study that interest you.

Other Resources for College Major Descriptions Include

- High School Guidance Counselor
- College Admissions Officer
- College Advisors
- College Career Services Office Personnel
- Professor in Academic Department
- Students Enrolled in Degree Programs
- Individuals Working in Fields that Interest You
- College Alumni Association

What about Specialized Majors or Fast Tracts?

Starting college with a specific idea what you want to do with your life can make choosing a major, selecting classes and finding internships much easier than the decisions facing your undecided roommate. But is that specificity better? The answer is yes...and no. Well, actually, it's a maybe.

Narrowing your focus is both risky and rewarding. With the increasing demand for expertise in narrow fields, some schools are putting programs in place to produce candidates perfectly suited for these niche jobs. SUNY at Albany, for example, has opened a College of Nano-scale Science to meet what The National Science Foundation estimates will be about 2 million workers with nanotechnology-centric backgrounds needed by 2014. The results so far are promising – even first-year students have already been offered summer internships with companies like Intel and IBM – but is this kind of specialization always wise?

To an extent, but career counselors, hiring consultants and academic officials think it's more important for students to diversify their undergraduate years. Industry-specific skill sets may get a graduate into their chosen field faster but may severely limit career flexibility down the line. You may think you know your ideal career path but wait until you've taken a wide enough variety of classes to be sure...especially when employers report they value soft skills like effective communication, critical thinking and problem solving over precise training.

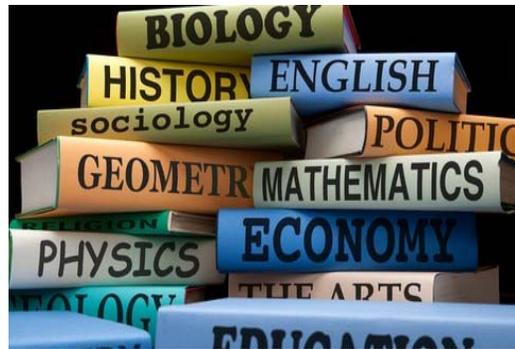
Discussion:

What did your mentor(s) major in and why? Were they able to put their degree to work?

10 Things to Consider Before Choosing Your Major

1. What is Your Passion?

Too often this basic question is ignored in the college planning and college application process. At times, it can seem as though the people around you have a clearer idea of what major you should choose than you do. The esteem with which your family and friends regard you likely pushes them to insist that you would make a great lawyer or a brilliant physician. What they fail to consider, however, is whether or not the position is right for you, and whether you are working toward your college goals by pursuing this major. If you are bent on painting for a living, then by all means obtain a fine arts degree.



2. What is the Earning Potential of Your Interest?

Don't disregard factors like salary potential or job opportunity, as they will affect your future, but weight them against your desire and commitment to pursue your passion. Choosing one of the top ten highest paying college majors may seem like a good idea, but it is not your only option for paying the bills. It is also possible to channel your passions into paths that might in the end be more successful. If you aren't so committed to painting or a band that you are willing to regularly bypass your evening meal, consider finding another outlet for your creativity. Writing or teaching majors can offer an individual with a natural artistic ability a chance to use his talents without committing himself to a life littered with unpaid bills and skipped meals.

3. What Schools Offer This Major? Where Are These Schools Located?

This question is pragmatic, but important. If you have your heart set on a specific university and a specific major you just might want to ensure that the school of your choice offers a

degree within that area. The availability of your chosen major in your preferred geographic area can have a profound impact on your college search. If you have selected a fairly uncommon major and cannot afford to or do not want to relocate, it is important to verify that local universities offer your selection.

4. How much will it Cost?

If you choose an uncommon major that requires you to relocate, be sure that you consider all of the expenses involved with this process. If you pursue a degree that is only offered at a few private colleges or even state universities in other states, expect to pay more. Tuition is typically higher out of state, and the living expenses associated with relocating can be a burden. Keeping in mind the difficulties involved in balancing work and college, can you afford to move for a major? Additionally, if you are planning on entering a field that requires an extensive amount of education beyond the first four years, like medicine or law, pursuing such degrees is considerably more expensive and requires a greater amount of commitment on behalf of the student, especially when it comes to funding your education. While financial aid can often help offset costs, your choice in major can play a big role in minimizing student loans.

5. Determine in What Areas of Your Life You are Most Successful

The areas of your life that you are most successful in may be in stark contrast with your passions, but usually this is not the case. Look at the courses you have taken. Did you excel in any? Did you participate in an advanced placement (AP) program? Teachers can also be good at identifying aptitudes within their students. If you are uncertain about what area you perform the best in, ask one of your teachers. It is likely that they can provide you with valuable ideas and point out a direction that you had not previously considered. Additionally, if you pursue a major that compliments your strengths you are more likely to distinguish yourself within your field. If your major doesn't support your strengths, you will probably find that the curriculum within your area of choice is more difficult than you anticipated; which could make it more difficult for you to succeed.

6. How Will You Pay For It?

There are variations between the scholarship opportunities and the financial aid incentives for different majors. If the amount of financial assistance you need can for whatever reason possibly prevent you from attending college altogether, you may want to consider a major that has financial aid incentives attached. Scholarships and incentives vary by state, but it wouldn't hurt to look into career fields that are in need of people to fill them as there are often grants or other incentives attached for those who pursue a major within the field.

7. What is the Work Load Like?

The work load involved with a specific major may be of importance to you if you have to work and attend school at the same time. Some majors are more time consuming than others, especially if the major you have chosen does not compliment your natural abilities. If you are looking for a major with a work load that is light enough to allow you to work and pursue other interests, consult with your guidance counselor either at your high school or at your university to determine which options will be best for you.

8. Talk to People who Have Obtained the Major You are Considering

If you already have a major in mind that you think is a good fit for you, you might want to consider chatting with someone who obtained a degree in that field. They can probably answer your more specific questions better than a guidance counselor as they have had firsthand experience. Additionally, they can provide information about the curriculum, the work load, and tell you about their experience looking for work after graduation. You might find that different degrees have impacted the graduates very differently when they pursued opportunities after graduation. For some, the degree they chose made finding a position easy, for others their degree was their greatest obstacle.

9. Look at the Career Options Available Within This Major

Not all majors are created equal. Yes, they all offer a diploma upon completion, but they don't guarantee a job. When you are choosing a major, it would be wise to check out the job placement statistics of others who have pursued this degree. There is no reason why you should be the guinea pig; if a specific career is your reason for choosing this major, investigate the success of others. If you want to avoid a data entry position, check out all of the opportunities available and your chance at landing one of those positions after graduation.

10. Financial Incentives

This suggestion is self-explanatory. There are some attractive financial aid incentives or tuition reimbursement programs that are associated with specific majors. If financial aid is one of your primary concerns, look into majors that will help you pay for college. If you choose to take advantage of one of the incentive options, expect that they may require you to commit to working for a couple of years within the specified field.



Fast Facts: Costs of Colleges and Universities

For the 2010–11 academic year, annual prices for undergraduate tuition, room and board were estimated to be:



- \$13,600 at public institutions; 42% increase since 2000
- \$23,500 at private for-profit institutions, 5% increase since 2000
- \$36,300 at private not-for-profit institutions; 31% increase since 2000

*Thinking about a college **out-of-state**? Add an additional (average of) **\$22,770** to projected tuition and fees!

Total Tuition, Room and Board Rates		
Academic Year and Type of Institution	2-year	4-year
Public institutions:		
1980	\$2,027	\$2,550
1990	\$3,467	\$5,243
2006	\$6,815	\$12,797
2007	\$6,975	\$13,429
2008	\$7,568	\$14,262
2019	\$7,703	\$15,014
2010	\$8,085	\$15,918
Private not-for-profit and for-profit institutions:		
1980	\$4,303	\$5,594
1990	\$9,302	\$13,237
2006	\$20,284	\$28,919
2007	\$21,685	\$30,226
2008	\$22,726	\$31,273
2019	\$24,483	\$31,488
2010	\$23,871	\$32,617

Source: National Center for Education Statistics 2012 and The College Board 2013

Discussion:

1. How did your mentor(s) pay for school?
2. Did they attend full-time, part-time; did they ever take a leave of absence?
3. How many years did they spend in college/training?

How To Kick-Start Your College Essay

Sometimes the hardest part of writing a college admissions essay is just getting started. Here's a quick exercise to get pen to paper (or keyboard to computer).

Step 1: Think about yourself – Describe who you are!

What are your strengths and weaknesses? What are your best qualities? Are you an intellectual? A creative type? Curious? Passionate? Determined?

Step 2: Choose a positive quality you'd like to convey to the admissions committee.

Don't pick an event or something you've done. President of the Nuclear Awareness Club is not a personal quality. Focus on a quality of your mind or of your character. Complete this sentence: "I am a very _____ person."

Descriptive Words:

Words	Synonyms		
Inquisitive	Nosy Interested Absorbing	Curious Intent Creative	Inquiring Questioning
Meticulous	Vigilant Cautious	Alert	Careful
Thoughtful	Considerate Altruistic	Selfless	Kind
Respectful	Humble Courteous	Polite Well-mannered	Dutiful
Goal-oriented	Focused Passionate	Dedicated	Motivated
Intellectual	Rational Scholarly	Cogent Intelligent	Academic

Step 3: Tell a story

Set a timer for 20 minutes. Pretend you're taking an exam at high school and responding to, "Tell a story about an experience or time when you showed you were a very _____ person." Use the characteristic you identified in Step 2. Write or type non-stop for 20 minutes; force yourself to keep telling the story and what it reveals until the timer goes off.

You're Done!

Okay, that's it! You've got a rough draft for your college application essay. Look at the college application forms and see what questions they ask. No matter what the questions are, you've already identified the important characteristic you want to convey to each college.

College Essay Writing Tips

How to Write an Effective Application Essay

The essay is one part of your application that you can control. Take time to do a great job telling the college who you are. A great application essay will present a vivid, personal, and compelling view of you to the admissions staff. It will help you stand out from the other applicants. Check out these tips before you begin.

Keep Your Focus Narrow and Personal

Always write as if the reader is being guided by you (systematic writing or almost step by step information).

Step 1: The reader must be able to find your main idea and follow it from beginning to end. Try having someone read just your introduction to see what he or she thinks your essay is about.

Step 2: Essays that try to be too comprehensive are difficult to follow and the reader may find the writing cumbersome or confusing. Remember, it's not about telling the committee what you've done—they can pick that up from your list of activities—instead, it's about showing them who you are.

Step 3: Back up what you are telling them (prove it!). Develop your main idea with vivid and specific facts, events, quotations, and examples. There's a big difference between simply stating a point of view and letting an idea unfold in the details:

- Okay: "I like to be surrounded by people with a variety of backgrounds and interests"
- Better: "During that night, I sang the theme song from Casablanca with a baseball coach who thinks he's Bogie, discussed Marxism with a little old lady, and heard more than I ever wanted to know about some woman's gall bladder operation."

Be Specific

Avoid clichéd, generic, and predictable writing by using vivid and specific details.

- Okay: "I want to help people. I have gotten so much out of life through the love and guidance of my family, I feel that many individuals have not been as fortunate; therefore, I would like to expand the lives of others."
-
- Better: "My Mom and Dad stood on plenty of sidelines 'til their shoes filled with water or their fingers turned white, or somebody's golden retriever signed his name on their coats in mud. I think that kind of commitment is what I'd like to bring to working with fourth-graders."

Tips for Avoiding the Yawn

Don't Tell Them What You Think They Want to Hear

Most admissions officers read plenty of essays about the charms of their university, the evils of terrorism, and the personal commitment involved in being a doctor. Bring something new to the table, not just what you think they want to hear.

Don't Write a Resume

Don't include information that is found elsewhere in the application. Your essay will end up sounding like an autobiography, travelogue, or laundry list. Yawn.

- "During my junior year, I played first singles on the tennis team, served on the student council, maintained a B+ average, traveled to France, and worked at a cheese factory."

Don't Use 50 Words When 5 Will Do

Eliminate unnecessary words.

- Okay: "Over the years it has been pointed out to me by my parents, friends, and teachers—and I have even noticed this about myself, as well—that I am not the neatest person in the world."
- Better: "I'm a slob."

Don't Forget to Proofread!!!!

Typos and spelling or grammatical errors can be interpreted as carelessness or just bad writing. Don't rely on your computer's spell check. It can miss spelling errors like the ones below.

- "After I graduate form high school, I plan to work for a nonprofit organization during the summer."
- "From that day on, Daniel was my best fried."

For more practice and tips go to: www.collegeboard.com

HOMEWORK: Sample College Essay

Directions: Read the following application essay. See if you can figure out this essay's strengths and weaknesses; make note of any errors too. Then, answer the following questions.

From the time I was able to realize what a university was, all I heard from my mother's side of the family was about the University of Michigan and the great heritage it has. Many a Saturday afternoon my grandfather would devote to me, by sitting me down in front of the television and reminiscing about the University of Michigan during halftime at a Michigan Wolverines football game. Later, as I grew older and universities took on greater meaning, my mother and uncle, both alumni of the University of Michigan, took me to see their old stamping grounds. From first sight, the university looked frightening because of its size, but with such a large school comes diversity of people and of academic and non-academic events.

In Springfield High School, non-academic clubs such as the Future Physicians and the Pylon, I belonged to both for two years, gave me an opportunity to see both the business world and the medical world. These two clubs gave me a greater sense of these careers. In Future Physicians, I participated in field trips to children's hospitals and also participated in two blood banks. Currently I hold a job at Maas Brothers where I interact with people outside my own immediate environment. I meet different kinds of people, in different moods, with different attitudes, and with different values. This job teaches me to be patient with people, to have responsibility, and to appreciate people for who they are.

In the community I am active in my church Youth Group. As a high school sophomore, I was our church's representative to the Diocesan Youth Fellowship. I helped organize youth group events; the largest was The Bishop's Ball, a state-wide event for 300 young people. I also played high school junior varsity soccer for two years. As a senior I will play varsity soccer in the off-season. As a junior I coached a girls' soccer team for the town. This gave me a great deal of responsibility because I was responsible for the care of twenty-four girls. It felt very satisfying to pass on the knowledge of soccer to them. The girls played teams from other parts of Florida. Though their record was 3-8, the girls enjoyed their season. This is what I taught them was the greatest joy of soccer.

The past three years of my life have given me greater visions of my future. I see the University of Michigan as holding a large book with many unread chapters and myself as an eager child who has just learned to read. I intend to read and probe into all the chapters. The University of Michigan offers me more than the great reputation of this fine school, but a large student body with diverse likes and dislikes, and many activities, both academic and non-academic. With the help of the University of Michigan, I will be successful after college and be able to make a name and place for myself in our society.

Questions: What is the essay topic?

- 1) In what clubs and community activities does this person participate in?
- 2) Do you think this individual is ready for college? Why?
- 3) Why does this individual want to attend college?
- 4) What does this individual want to be? What is their college major preference?

KEEDEF

November Session
College & Campus Life

1. Purpose of Session – Campus Life: This session will involve concepts such as: living on campus; activities, services and programs; and Greek life.
2. Review homework from last session. Allow 10 minutes.
3. Have students read through the sections titled, *Campus Life*. Allow 5-10 minutes for each discussion session.

Note: Mentors should discuss their college/post-secondary experience with students, in accordance with each section.

KEYWORD

Homework Review: Sample College Essay

Evaluate Paragraph 1:

“From the time I was able to realize what a university was, all I heard from my mother's side of the family was about the University of Michigan and the great heritage it has. Many a Saturday afternoon my grandfather would devote to me, by sitting me down in front of the television and reminiscing about the University of Michigan during halftime at a Michigan Wolverines football game. Later, as I grew older and universities took on greater meaning, my mother and uncle, both alumni of the University of Michigan, took me to see their old stamping grounds. From first sight, the university looked frightening because of its size, but with such a large school comes diversity of people and of academic and non-academic events.”

1) Improve the introductory sentence – can it be better? Usually, the first sentence includes the essay title or topic. Do you know what the topic is?

2) This last sentence is a transitional sentence.

Evaluate Paragraph 2:

“In Springfield High School, non-academic clubs such as the Future Physicians and the Pylon, I belonged to both for two years, gave me an opportunity to see both the business world and the medical world. These two clubs gave me a greater sense of these careers. In Future Physicians, I participated in field trips to children's hospitals and also participated in two blood banks. Currently I hold a job at Maas Brothers where I interact with people outside my own immediate environment. I meet different kinds of people, in different moods, with different attitudes, and with different values. This job teaches me to be patient with people, to have responsibility, and to appreciate people for who they are. I also volunteer in the community.”

3) The second paragraph usually expands the topic and gives support information and is connected to the transitional sentence.

Better sentences to introduce the second paragraph:

- Currently I hold a job at Maas Brothers where I interact with people outside my own immediate environment.
- I meet different kinds of people, in different moods, with different attitudes, and with different values.
- This job teaches me to be patient with people, to have responsibility, and to appreciate people for who they are.

Evaluate Paragraph 3:

“In the community I am active in my church Youth Group. As a high school sophomore, I was our church's representative to the Diocesan Youth Fellowship. I helped organize youth group events; the largest was The Bishop's Ball, a state-wide event for 300 young people. I also played high school junior varsity soccer for two years. As a senior I will play varsity soccer in the off-season. As a junior I coached a girls' soccer team for the town. This gave me a great deal of responsibility because I was responsible for the care of twenty-four girls. It felt very

satisfying to pass on the knowledge of soccer to them. The girls played teams from other parts of Florida. Though their record was 3-8, the girls enjoyed their season. This is what I taught them was the greatest joy of soccer. The past three years of my life have given me a clearer vision for my future.”

4) Rewrite these two sentences into one sentence that explains *the greatest joy of soccer*.

Example:

- Though their record was 3-8, the girls enjoyed their season. This is what I taught them was the greatest joy of soccer.

Evaluate Paragraph 4:

“I see the University of Michigan as holding a large book with many unread chapters and myself as an eager child who has just learned to read. I intend to read and probe into all the chapters. The University of Michigan offers me more than the great reputation. It also offers a large student body with diverse likes and dislikes, and many activities, both academic and non-academic. I believe that after I graduate I will be successful after college because of my educational experience with the University of Michigan. I am looking forward to my graduation and obtaining my degree.”

5) The final paragraph should summarize the essay and new thoughts should not be introduced.

Would these sentences be better in another paragraph? Where would you insert them?

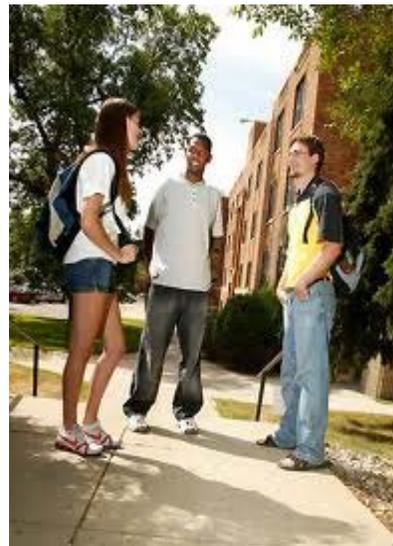
“I see the University of Michigan as holding a large book with many unread chapters and myself as an eager child who has just learned to read. I intend to read and probe into all the chapters.”

Campus Life

Many people say that their time in college was the best time of their lives, and that if they could do anything over, it'd be those four (or two, or five) years on campus.

While you should be excited, it's also normal to be a little apprehensive or nervous about the transition from high school to college. After all, you're an adult now, and with being an adult come adult responsibilities like budgeting, balancing new friends and a social life with academics and a job if you land one. Don't be fooled by all the spare time it may seem that you have and let procrastination and weak time management land you at risk of failing classes or worse.

With a little bit of preparation and a few tips on the basics of campus life, even the most overwhelmed freshmen can learn how to navigate that first year of personal freedom successfully.



College Lifestyle

No matter where you go, your college experience won't compare to what you've become used to in high school. Whether you'll be going away to college and living away from home for the first time or commuting to a university or community college closer to home, chances are you'll need to figure out the fine art of time management. You'll be expected to juggle school with a slew of new responsibilities depending on your financial situation or interests, and may want to make it a point to meet new people and make friends somewhere in there. With some tips on figuring out what to expect out of your new college lifestyle, your new life in higher education could be less stressful and more fun and rewarding.

Finding a Balance

If you've taken Advanced Placement classes in high school, you may already know the demands of college-level courses. Now imagine a full load of those A.P. classes – unless you're taking a less intense elective to give yourself a break in your schedule. Expect long nights, term papers and daily study sessions, especially during finals week when the “all-nighter” is a popular study habit. The best way to avoid cram sessions is not to procrastinate in the first place, but if it can't be avoided, make sure you cram smart: Consult your classmates on what they think the main points of the exam or assignment are, organize and outline, prioritize the most important and timely assignments first, and take mini-breaks to avoid burning out. If you keep on top of your schoolwork throughout the semester, you won't be as frazzled come finals week, and you'll have more time to do the things college is supposed to be about (outside of academics of course) – making lifelong friends and finding your niche out there in the real world.

Discussion: Making Adjustments

Even if you're a commuter student in the future, adapting to the college lifestyle will mean making some adjustments.

1) Do you plan on joining a club or participating in sports/intramurals your first year? If so, how do you plan on managing your course work, sleep and money while making sure you don't let your grades slip?

2) How will you keep from being overwhelmed and stay in touch with life back home?

Roommates and Communal Living

The only person that probably complained about you playing your music too loud or leaving your clothes on the floor was your mom or dad, or a particularly obsessive sibling. At college, you're going to be responsible for not only keeping your grades up and finding a way to pay for that pricey college education, but also learning how to deal with living with people outside of your family. It may come naturally for some, but may be completely unnatural for others. If you don't share well, you'll need to learn. If you have a



strong personality, you may need to learn how to compromise. Be understanding of your new roommates' preferences and study habits – especially during that freshman year where you are all adjusting – and know when to stand your ground on issues that bother you but also when to bend a bit to maintain a civil relationship. We've come up with some tips for how you can have a more positive college experience and better adjust to new roommates and communal living.

Adapting To a Shared Space

You're going to learn a lot while in college, including life lessons that come with sharing an often small, cramped space. If you're going to be starting the traditional college freshman experiences, chances are you're not going to have much room for all the stuff you own back home. You're going to be sharing a space that may be as small as half the size of your childhood room with someone else, someone who could be a complete stranger. It's important then to know of the common roommate problems that may arise before you move into that

shared space. If you're like many college students, you'll be going into your freshman year blind, with no idea who you'll be paired with in that first-year residence hall. If you're lucky enough to be able to choose a roommate your first year, there are easy ways to search when you're finding a roommate by aligning personality and behaviors.

Getting Along With Your Roommates

No two people are ever alike. So while you should be optimistic that you'll have a stress-free college experience with roommates that will eventually become your friends for life, you should also be realistic that your personality may clash with someone else's, and that you may come across roommate problems in your college career. Hopefully you won't go so far as deciding that evicting a roommate is the way to go, but don't assume that you need to remain in a bad situation if it's affecting the rest of your college experience. Consider a roommate contract to clarify boundaries and expectations, and set the stage for a positive roommate relationship. This won't be the last time you'll need to learn how to get along with people who may be different than you, and it may make for good practice for the working world.

If you're attempting to bypass any roommate drama by living with a close friend, remember that there are things you may not know about a person until you live with them. Don't let silly things get in the way of a life-long friendship, and be honest about what you expect in a roommate and what you expect out of the experience. You may think you don't have any bad habits until your friend points them out, and they may be more comfortable doing so because they're a good friend of yours.

Exercise: In the chart below, circle the characteristics/behaviors that you identify with most.

Topic	Characteristic/Behavior		
Overall Cleanliness	Messy, the floor is the largest shelf in the room!	Somewhat organized, I clean here and there	Extremely organized and sanitary
Bed Time	Up all night	In bed around 11pm	In bed by 9pm sharp!
Study Habits	What's that? I'll hit the library with a Red Bull the night before the test.	Study about 2 hours per day, I can study anywhere; in the room, library, outside	Very studious, I want to study inside the dorm room every night, so keep it quiet!
Sharing	What's mine is yours.	Some items are okay to share.	Don't touch anything that belongs to me!
TV/Music	TV/music blaring, it helps me concentrate	Medium amount of TV/music, only on for a few hours a day	TV/music never on. Okay only if I'm at a party/gathering.

Now, imagine your roommate is the complete opposite of you.....Yikes! What would you do?

Benefits of Living on Campus



Convenience and Flexibility

- Within walking distance of the library, classroom buildings, University Center, dining options, and recreation
- On-campus housing provides students the flexibility of coming back to their room between classes and activities to do homework relax or grab something to eat
- Students can get to their early morning classes without fighting traffic, and participate in a late-night study group at the library without concern about the drive home

Sense of Community and Involvement

- Campus housing creates bonds that are more difficult to achieve off campus
- Residents in the community come from diverse backgrounds and geographic locations
- Students can participate in fun activities designed just for them

Academic Success

The American Council on Education reported that studies show students who reside on campus:

- Report a higher degree of satisfaction with their college experience and have higher retention and graduation rates
- Are more likely to succeed in college and complete their bachelor's degree in four years
- Are more likely to achieve a higher grade point average
- Have a positive self-image, with enhanced self-confidence, public speaking ability, self-reliance
- Participate in more extracurricular activities (a factor especially important to recruiters in the job search process)

Other national studies show students who live on campus:

- Develop relationships with a diverse population of people
- Are exposed to a wider range of ideas and cultures
- Develop stronger interpersonal and communication skills
- Are involved in campus leadership, organizations and activities and
- Have more contact with faculty and staff members

Safety

- 24-hour security
- Patrolling Public Safety Officers
- Campus Escorts and Campus Emergency Phones
- Swipe-Card Access on most buildings
- Alarmed residence hall doors linked to the Public Safety Office
- Smoke detectors in all student rooms and regular Fire Drills
- Fire Protection Panel in direct communication with Public Safety and the Fire Department

Balancing Work & College

For many college students, it won't be the intense new classes they'll be taking once they set foot on campus at their intended college that will be the hardest transition to handle, but finding the time to make some money to pay for those expensive textbooks or college expenses – and a social life – that don't come out of tuition fees. Whether your financial aid package included several hours of work study per week or you found an outside job full- or part-time to pay for those college expenses, it isn't easy to master balancing work and college.



Balance & Sacrifice

For many students, the advantages of balancing work and college outweigh the stress and sacrifice that may come with keeping to a tight schedule and potentially tighter budget. Apart from earning money to lower your potential student loan debt and be able to feel less guilty about ordering out once in a while, you'll learn earlier than most the responsibilities that come with being an adult.

If you're lucky enough to find a job that has ties in to your major, you could get a leg up on the rest of your class once you graduate because you'll have more experience in your chosen field. If the job really is a typical college job – restaurant server, working at a retail store or stacking shelves at the campus bookstore – you'll still be developing desired workforce skills that will come in handy post-college.

Explore Your Options

There are dozens of on-campus job options (and near-by off-campus jobs) that offer flexible enough schedules to balance your work and college load. Employers on-campus and in the surrounding community will be more lenient about college “excuses” like exams and final projects, and will offer options as far as flexible shifts. You probably won't get rich from an off-campus job, but the wages could be enough to keep you from taking out student loans for the cost of living expenses that have nothing to do with tuition, like transportation, housing and entertainment costs that can quickly increase your student loan debt load.

Whatever you decide to do, make sure the reason you're in college – to get a degree – doesn't fall by the wayside because you're putting in more hours at work. Take control of your schedule and factor in that study time so you're not panicking when finals come around. Go to your classes, pay attention to deadlines and make a positive impression on your instructors so that if you do come into class late one day because the relief shift was late at your job, you'll minimize your chances of hurting your grade for that class.

Study Abroad

There are a number of educational – and social – opportunities you could experience while in college. But, there is only one option that offers students the opportunity to see the world and get college credit for doing so, and that’s a study abroad program.

Consider the items below when deciding whether a study abroad program is right for you, from reasons why study abroad is rewarding, preparing for the trip overseas, choosing the right program, and finding funding for study abroad.

Why Study Abroad?

Apart from the fact that you’ll probably have an unforgettable experience, there are a number of good reasons to look into studying abroad. Can you think of a few?

- 1) Broaden your horizons by adapting your world view.
- 2) Break out of your routine and develop a new sense of purpose.
- 3) Explore new academic opportunities that give you unique insights into your field, making you a more desirable job candidate post-graduation.
- 4) Give your resume a boost - employers will view you as an independent self-starter who isn’t afraid to take risks.
- 5) Take advantage of an opportunity to travel and look into whether you’d be able to extend your stay abroad once your program is completed to explore bordering countries.
- 6) Become immersed in a new culture and learn a new language.
- 7) Become more independent, chances are you’ll pick up some self-confidence along the way.
- 8) Make friends and contacts from around the country, and the world.

Preparing for a Study Abroad Program

Preparing for a study abroad program can be stressful if you’re going into the process blind, but if you do your research well enough in advance, you’ll be starting your program confident and well-prepared. Your study abroad advisors will also be an excellent resource, so don’t be afraid to ask questions if you have them.

Finding Funding for Your Study Abroad Program

There is free money out there if you’re interested in studying abroad, whether for the majority of your college experience or a summer. Don’t let the idea that a study abroad program is an endeavor only experienced by college students with extra money to burn stop you from going abroad, because there is a good deal of financial aid assistance available to those who may have a more difficult time paying for time overseas. Many of the scholarships and grants available are need-based, but some only want to know that you’re passionate about the potential to study abroad. Do your research – or conduct a free scholarship search – to help cover the costs of your study abroad program.



Greek Life

Fraternity and Sorority Life

Founded upon the principles of friendship, community service, scholarship and leadership, Greek Life provides students with an enriching and rewarding experience.



Membership in a fraternity or sorority is a good first step to enjoying all the benefits that college life has to offer and a way to make the campus feel more like home. Collectively, social Greek-letter organizations constitute one of the largest student groups on campus, and they provide opportunities for diverse and lasting social networks, academic support, and positive group experiences.

What is a Greek organization?

A Greek organization, also known as a fraternity or sorority, is a group of men or women who are brought together by shared values and purpose. In general all groups are based on principles and purposes that include friendship, honor, truth, knowledge, service, and scholarship.

There are several types of Greek organizations:

- **Social:** Those that do not promote a particular profession discipline. Instead, their primary purposes are often stated as the development of character, literary or leadership ability, and have a specific social purpose.
- **Multicultural:** Oriented to students having a special interest in a culture or cultural identity.
- **Service:** Primary purpose is community service.
- **Honor Society:** organized around recognizing superior academic excellence in all disciplines.
- **Professional:** Organizations whose primary purpose is to promote the interests of a particular profession and whose membership is restricted to students in that particular field of professional education or study.

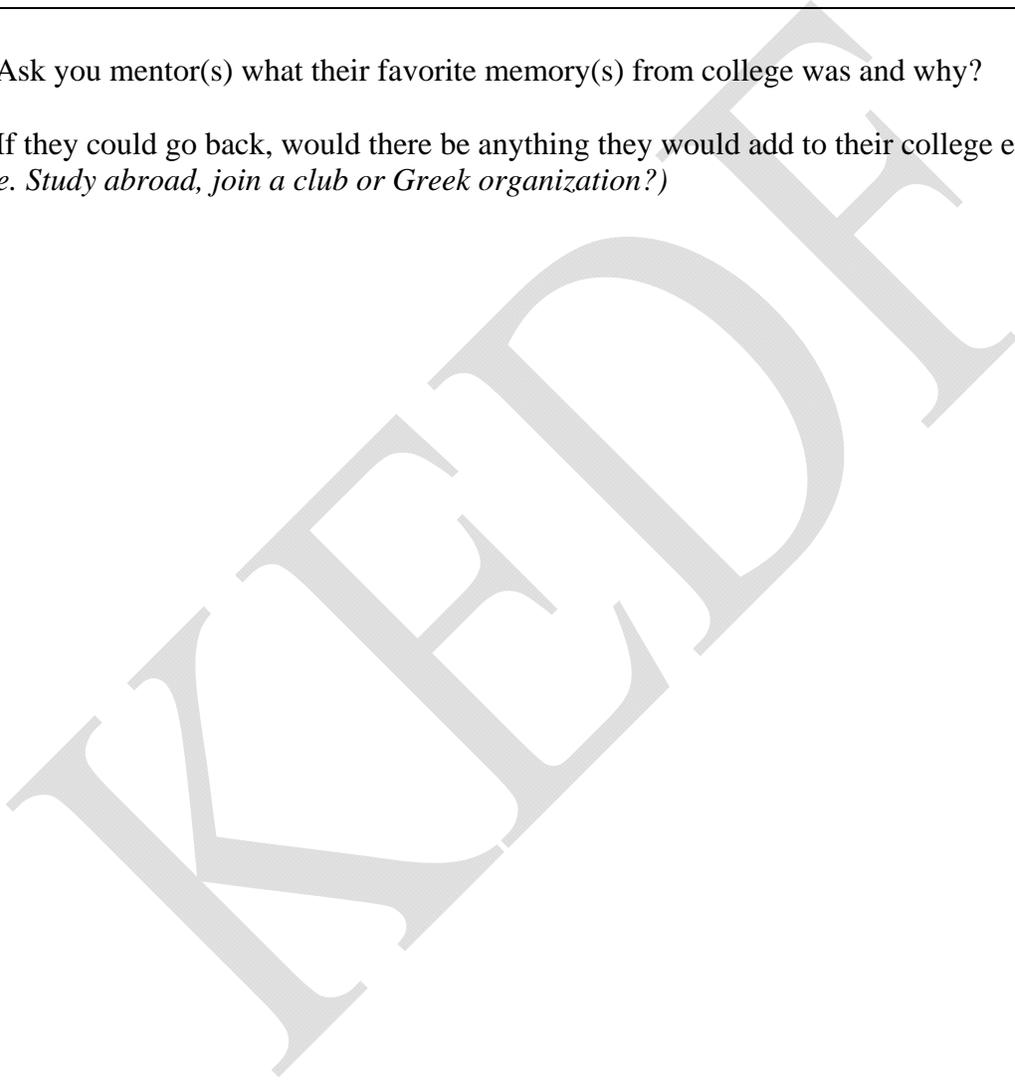
Fraternity and sorority members place a high priority on academic excellence and community service. Many Greek organizations provide organized study sessions and incentives for academic success. In the area of community service, fraternities and sororities regularly volunteer time to various organizations in the local community, and conduct fundraising for national charities. Equally important, fraternities and sororities offer the opportunity for leadership positions that can enrich your college experience. Along with your degree, your Greek experience will last long beyond your undergraduate experience.

Discussion:

1) What are you most excited about when you think of attending college and why?

2) Ask you mentor(s) what their favorite memory(s) from college was and why?

3) If they could go back, would there be anything they would add to their college experience?
(*i.e. Study abroad, join a club or Greek organization?*)



KEEDEF

December Session
Soft Skills (Intent versus Impact)

1. Purpose of Session – Soft Skills: Students will learn the basic concepts of soft skills – starting with how they perceive themselves in relation to others – and recognize that there are different ways people communicate thoughts and emotion within groups/workplace. They will also learn the different types of conflicts that arise in teams and how to resolve those conflicts.
2. Opening activity: *Personality Profile*. Allow 15-20 minutes total.
3. Review concepts of *Intent versus Impact* and allow time for discussion topics.

Note: Mentors should share lessons learned while transitioning from school to college/work, making note of how much they evolved (in mindset, opinion, attitude, etc.) in relation to communication with those around them.

4. **Homework (for mentors and students):** Bring a job application with description for next month's session.

The Personality Profile

Directions: Quickly choose the description that best describes you **at school**:

I	II	III	IV
<input type="checkbox"/> Dominating	<input type="checkbox"/> Outgoing	<input type="checkbox"/> Easygoing	<input type="checkbox"/> No-nonsense
<input type="checkbox"/> Speaks freely/ boldly	<input type="checkbox"/> Talks with hands	<input type="checkbox"/> Agreeable	<input type="checkbox"/> Organized
<input type="checkbox"/> Wants results	<input type="checkbox"/> Likes many friends	<input type="checkbox"/> Likes to know "how"	<input type="checkbox"/> Likes details
<input type="checkbox"/> Fashion conscious	<input type="checkbox"/> Bright colors	<input type="checkbox"/> Likes old clothes	<input type="checkbox"/> Conservative
<input type="checkbox"/> Likes fast pace	<input type="checkbox"/> Emotional	<input type="checkbox"/> Slow, easy going	<input type="checkbox"/> Only the facts
<input type="checkbox"/> Impulsive	<input type="checkbox"/> Popular	<input type="checkbox"/> Steady	<input type="checkbox"/> Objective
<input type="checkbox"/> Pushed for time	<input type="checkbox"/> Talks & loses time	<input type="checkbox"/> Time is not rushed	<input type="checkbox"/> Manages time
<input type="checkbox"/> Wants "their" way	<input type="checkbox"/> Friendly	<input type="checkbox"/> Accepting	<input type="checkbox"/> Evaluating
<input type="checkbox"/> Impatient gestures	<input type="checkbox"/> Open gestures	<input type="checkbox"/> Measured gestures	<input type="checkbox"/> Closed gestures
<input type="checkbox"/> Nervy	<input type="checkbox"/> Joking	<input type="checkbox"/> Calm	<input type="checkbox"/> Precise
<input type="checkbox"/> Argues	<input type="checkbox"/> Trusting	<input type="checkbox"/> Flexible	<input type="checkbox"/> Indifferent
<input type="checkbox"/> Direct words	<input type="checkbox"/> Easy to talk to	<input type="checkbox"/> Customary	<input type="checkbox"/> Controlled (self)
<input type="checkbox"/> Impatient	<input type="checkbox"/> Not best listener	<input type="checkbox"/> Willing	<input type="checkbox"/> Unemotional
<input type="checkbox"/> Believes in self	<input type="checkbox"/> Entertaining	<input type="checkbox"/> Faithful	<input type="checkbox"/> Reserved
<input type="checkbox"/> Likes trophies	<input type="checkbox"/> Messy desk	<input type="checkbox"/> Keepsakes	<input type="checkbox"/> Clean, neat desk
TOTAL ____	TOTAL ____	TOTAL ____	TOTAL ____

Scoring: Total each column and rank yourself on the next page.

Ranking:

1st (Most Points): _____

2nd : _____

3rd : _____

4th (Least Points): _____



The assessment classifies four aspects of behavior by testing a person's preferences in word associations.

- I= Dominance** – relating to control, power and assertiveness
- II= Influence** – relating to social situations and communication
- III= Steadiness** – relating to patience, persistence, and thoughtfulness
- IV= Conscientiousness**– relating to structure and organization

- **Dominance:** People who score high in the intensity of the "D" styles factor are very active in dealing with problems and challenges, while low "D" scores are people who want to do more research before committing to a decision. High "D" people are described as demanding, forceful, egocentric, strong willed, driving, determined, ambitious, aggressive, and pioneering. Low D scores describe those who are conservative, low keyed, cooperative, calculating, undemanding, cautious, mild, agreeable, modest and peaceful.
- **Influence:** People with high "I" scores influence others through talking and activity and tend to be emotional. They are described as convincing, magnetic, political, enthusiastic, persuasive, warm, demonstrative, trusting, and optimistic. Those with low "I" scores influence more by data and facts, and not with feelings. They are described as reflective, factual, calculating, skeptical, logical, suspicious, matter of fact, pessimistic, and critical.
- **Steadiness:** People with high "S" styles scores want a steady pace, security, and do not like sudden change. High "S" individuals are calm, relaxed, patient, possessive, predictable, deliberate, stable, consistent, and tend to be unemotional and poker faced. Low "S" intensity scores are those who like change and variety. People with low "S" scores are described as restless, demonstrative, impatient, eager, or even impulsive.
- **Conscientious:** People with high "C" styles adhere to rules, regulations, and structure. They like to do quality work and do it right the first time. High "C" people are careful, cautious, exacting, neat, systematic, diplomatic, accurate, and tactful. Those with low "C" scores challenge the rules and want independence and are described as self-willed, stubborn, opinionated, unsystematic, arbitrary, and unconcerned with details.

Reflection

Just as individuals have unique styles, values and norms; groups also tend to develop their own unique qualities (think of groups on campus or even in your classes). This *culture* is the informal combination of behaviors, values and attitudes that most take for granted. Think about the term, “the way we do things,” even though not all members of the group agree with the decisions of that particular culture, most will feel the pressure and act a certain way.

So what does all this have to do with your personality profile? Well, a lot. People who fit into a culture often feel right at home in the group. But for others, the culture leads them to feel like strangers; often misunderstood and not valued. Group dynamics are also at stake. It affects the rate at which work gets down, how new members are treated, the attention to detail, and it could risk the group moving in a positive direction.

Depending on what personality style we identify with will directly affect how we view others that identify with a different type (or culture).

For example, if you scored a high “D” you tend to like/need quick decisions, direct answers and competitive atmospheres in order to be productive and happy. This could be a problem if you are working with someone who scored a high “C” because they like/need accuracy, order and time for careful analysis.

“D”	
<u>Rewards</u>	<u>Criticizes</u>
Independence	Hesitation
Decisiveness	Over analysis
Directness	Procrastination
Victory	Over-sensitivity
Results	Weakness

“T”	
<u>Rewards</u>	<u>Criticizes</u>
Creativity	Rulemaking
Enthusiasm	Caution
Optimism	Over analysis
Collaboration	Introversion
Passion	Insensitivity

“S”	
<u>Rewards</u>	<u>Criticizes</u>
Cooperation	Aggressiveness
Loyalty	Pushiness
Humility	Disruption
Thoughtfulness	Rudeness
Team Focus	Erratic Behavior

“C”	
<u>Rewards</u>	<u>Criticizes</u>
Accuracy	Mistakes
Completeness	Intuitive decision
Attention to detail	making
Punctuality	Lateness
Dependability	Spotty Research
	Exaggerated Enthusiasm

Discussion: How does personality shape our communication and interaction?

Intent vs. Impact



What is Intent vs. Impact?

- The intent is what a person meant to do.
- The impact is the effect it had on someone else.

The impact it had may not be what the person intended.

Okay, simple enough, so what's the big deal? Well consider the questions below....

1) Have you ever experienced a misunderstanding over what you thought was something clearly communicated? If so, briefly explain how it made you feel and then how you reacted.

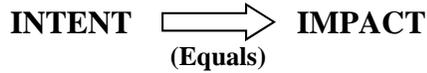
2) Have you ever had an unexpected impact on a person to whom you were communicating and had no understanding as to why? (i.e. you hurt someone's feeling without meaning to)

3) Have you ever been stuck between two people caught up in an argument over a misunderstanding? How did that make you feel and what did you do about it?

Reflection:

People refer to Communication as a soft skill. “Good Communication” is comes with practice and experience using this skill and as we have all experienced one time or another (from the examples above) to master this skill can be very difficult.

The first concept to work on towards developing “Good Communication” is:



Look at it this way.....

The speaker has an intention of what he or she wants to communicate, sends their intention in a message, and that message has an impact on the listener. When the communication is good, the intent of the person who delivers the message is the same as the impact it has on the listener. Mutual understanding of the message is confirmed; the listener summarizes back what they have heard and the speaker confirms the accuracy or provides further clarification.

For the most part, although it may feel a little burdensome at first, if you were to follow the above process, chances are, you would certainly lessen the misunderstandings and unexpected impacts during your daily communications.



So why then is “Good Communication” so difficult?

Challenge One: Every message must first pass through the filter of the speaker’s clarity of expression and then through the listener’s ability to hear what is said.
(Opportunity #1 for Intent not to equal Impact)

Challenge Two: We don’t actually know the intentions of the people we communicate with; often times we assume/judge their intentions based on their actions which may cause their words to impact us unfavorably.
(Opportunity #2 for Intent not to equal Impact)

Challenge Three: Good intentions do not make up for negative impact.
 (“Good Communication”: INTENT must = IMPACT)

Steps Towards Solutions:

What can you do if you realize that there is a mismatch between your intent and your impact on a classmate, friend, teacher or someone at home?



First, ask yourself some questions:

1. What just occurred?
2. How is the outcome different from what I intended/expected?
3. Where can I take responsibility?
4. How do I clean this up?

Second, take action to clean up mismatches of intent and impact as quickly as you can:

- Be honest about your intention.
- Discuss with the other person, their perspective.
- How could you have handled the communication differently?
- Take responsibility for your actions.

Things to Remember/Action Steps:

- “An ounce of prevention is worth a pound of cure”
- As you communicate with others on a day-to-day basis, strive for good communication. Pay attention to the signs that there may be a mismatch between your intent and your impact on a classmate, friend, teacher or someone at home and take immediate action.



KLEDF

January Session

Managing Stress

1. Purpose of Session - Managing Stress. Students will work on specific skills that will help them manage their stress levels as they move closer to graduating from high school and beginning their college career.
2. Review and discuss the information on managing stress with students, allow 30 minutes.
3. Reorganize into larger group. Lead mentor will review the above information. Open discussion to Q&A, etc. (10 minutes).

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Managing Stress

Stress is something you feel. It can be felt as emotional, mental, or physical strain. Most of us connect stress with its negative definition. When we are anxious or worried we often refer to how we feel as *stressed out*. But stress has two sides to it; stress can be good and it can be bad. Some people work better when they are facing a deadline or trying to complete something of great importance. This is the good side of stress. Due to the two different types of stress, it is important for everyone to be able to identify the type of stress they are encountering in their lives. As a college student who is living and learning in a new environment, stress is inevitable. Learning how to deal with stress and how to turn stress from becoming a crisis into a positive experience is the topic of this senior activity.

Senior Talk

When written in Chinese, the word "crisis" 转折点，决定性时刻 is composed of two characters. One represents danger and the other represents opportunity.

One definition of crisis is *a turning point in a situation*. You are enrolled at the college you wanted. You go to the book store to purchase your books and your credit card is missing. It was a Visa prepaid card for your textbooks. You waited a long time in the checkout line and now there are people waiting behind you. You are uncomfortable and you feel your face burn with embarrassment. You are stressed and begin to worry about who has the card and how you are going to pay for your books. You don't want to miss this opportunity to get your books because you took the last one for some of your classes. Your stress just turned to a crisis.

What can you do to turn this crisis into an opportunity?



The Economy and Stress

The news media constantly bombards us with the bad economy. As a high school student you may have been buffeted from the effects of the bad economy because you were living at home and eating most of your meals at home.

As a college student and in total control of your spending and your performance in your classes, your stress level can zoom out of control. You may not even be aware of the increase in your stress.

You may worry that you can't pay back a student loan because you hear there are no jobs for you when you graduate. You know school is a necessary expense if you are to succeed in your career. You are determined to ride out the bad news, but doing so still doesn't stop the worry.

It is important to be aware of changes within your behavior and those who are closest to you. How can you identify if your internal stress becomes an external problem? Also, how can you identify if your friends are over-stressed?

What actions can you take to resolve or prevent this problem?

Good Stress and Bad Stress

Stress is a word that describes how you react to events or life experiences. Sometimes stress is negative (harmful) and sometimes stress is helpful (healthy).

Learning to distinguish between good stress and bad stress is important. Stress is a normal response. Humans naturally react to stress by producing specific hormones (adrenaline) in the brain that prepare us to run from danger (flight or fight).

Worry is another response to stress and worry produces the brain hormone cortisol. Brain production of too much cortisol is harmful to your health. Learning to control stress is really learning to control how much you worry; especially about things you can't control. One method to reduce worry caused by a stressful situation is to adopt good relaxation techniques.

Here are five simple ways to learn to relax and reduce unnecessary worry so you can focus on your college education and achieve your career goals.

1. **Learn to Laugh** - Laughter heals. See a funny movie, read a funny book, share fun times with friends. Laughing brings oxygen to the lungs, and makes good brain hormones such as endorphins. When laughter produces tears, it helps relieve stress.
2. **Learn to Talk About Your Stress with a Good Friend or Mentor** - Just talking it over with someone you trust can reduce your stress level and learn to listen to the other person's view of the issue. They may be able to help you see the problem with a positive attitude.
3. **Learn to Do Something Fun, Just for Yourself** - Once per day, do something you enjoy such as listen to a favorite song, read a special poem, call a good friend, take a nap, go for a walk, or watch a favorite TV show.
4. **Learn to Take a Walk or Exercise to Relieve Stress** - Don't let worry and stress burn up your positive energy. Negative energy produced by worry and stress cause harm to your physical and mental health. Take a walk or exercise to burn up your negative energy. Yoga, stretching, jogging, sports activities, stretching exercises, or walking are all excellent ways to burn up negative energy.
5. **Learn to Plan and Prioritize** - Learn to say NO and learn to put the most important things first! Don't let your friends control your life – make your own decisions and stick by them. Do the most important things first (prioritize) and the rest of your time will be stress free.

Five Habits of Managing Stress Effectively

- *Know how to relax*
- *Eat right and exercise often regularly*
- *Get enough sleep*
- *Manage time effectively*
- *Have a good sense of humor*



February Session

Working Your Way Through School

1. Purpose of Session - Working your way through school. Students will review the various opportunities to work while in college. This session will focus on integrating a successful work and college career.
2. Break into smaller groups, if applicable.
3. Review and discuss the information on working in college with students. Have students complete the “Test Your Knowledge” activity and complete the steps in the handout (45 minutes).
4. Reorganize into larger group. Review the information discussed above. Open discussion to Q&A, etc.
5. Review the importance of preparing appropriately for an interview and, subsequently, the setting of appropriate expectations for the work world by reading the section titled *Transitioning from School to Work*.
6. Go over tips on *What’s It Mean to Be “Professional?”* and then have students complete the activity.
7. Prepare students on what to expect when preparing for interviews and allow 10-15 minutes for students to practice answering interview questions using the STAR method.
8. **Homework:** Have students review the list of *Commonly Asked Interview Questions* and to be prepared to practice answering them with you/the group next session.

Working Your Way Through College

Working while in college is considered a benefit more than a detriment. College students who learn how to juggle a work schedule and classes almost always end up developing great productivity and time-efficiency skills. There are other benefits to working and the most obvious is earning extra money to ease the financial cost of college and to give you money for those extras. This activity is designed to familiarize you with the good and bad views of working while in college.

Senior Talk

You have finally chosen to work while in college. You are very computer literate and would really like to start an online business instead of looking for part-time work off campus. To start planning your new business there are things you must do in the State of California to start up. Also, you will need to research what is already being done so that you don't duplicate other online student businesses. Share your ideas and knowledge with your mentor and mentor group to make a plan for your own sole-proprietor business.

Item	Where to look
State licenses and fees	
State and Federal income tax	
Self-employment taxes	
Local (city) business license	

Design Your Business

List your skills/knowledge	
What is already out there	
Equipment/Software needs	
Marketing	
Payment for services/contracts	
Potential Customers	

What Are Other College Students Saying?

Going through college without working? Is this a bad idea?

I will be working in the summer, but I really want to concentrate in schoolwork during the school year. My fear is that when I am looking for a job when I graduate, I won't have any "job experience" to put down on my resume. I do plan on doing some volunteer work for my major (multimedia) like designing websites and such for local businesses.

Which would look better on my resume?

- a) Volunteer work experience related to my major (graphic design, websites, video, etc)
- b) Actual work experience from jobs unrelated to my major, such as working at a restaurant, cashier, etc.

Write your answer here and discuss with your group and/or mentor. Be ready to defend your answer.

Comments from College Students:

The reason I am in school is to further my education so that I can hopefully in the future have a career that will support me for life. That is directly related to my financial situation now, because I know that with my education now -- and my financial situation now -- I could not support myself for the rest of my life. Also, my choice to go to grad school is directly related to the job market, and wanting to increase my salary when I do get a job after college.

Finances are always on my mind when I'm at school, and I have to schedule my classes early in the morning so I have enough time to work a full nine-hour day after school...Also, I am definitely thinking about riding out the recession in grad school, both for fear of a lack of job opportunities, and for the loan-payment deferral I would receive. That extra time would give me a little more breathing room until I got on my feet.

College has been the scariest, most stressful time of my life. I find myself worrying about finances first and then about academics.

Do You Agree?

Working while in college has no real long-term benefits; it just provides money to get you through school. Besides, most students spend the money they earn on hanging out with their friends. Do you agree or disagree?

Some parents expect their college student to work while in college, regardless of family finances. Do you agree or disagree?

On-campus jobs are the best!

On-campus, part-time work **improves** a student's chance of graduating - because such a job helps a student to integrate socially and intellectually into the campus community. Do you agree or disagree?

Tips for Working in College

Reduce Your Debt -Working during college can help to reduce the amount that you have to borrow to pay for school. A part time job and careful budgeting can help to add-on to what you earn over the summer to pay for your classes. Student loan debt is sometimes hard to pay back and can be a burden when you graduate from college.

Get Valuable On-the-Job Experience

Talk to your professors about finding work in your field near your college. Once you are a junior or senior you should be able to find a job in the field that you are going into.

Working Helps you Learn to Manage your Time

Working is out-of-classroom experience. Learning to manage your time with classes and work will help you to adapt much more quickly. It will also benefit you in learning to deal with people at work. There is a difference between working with people in school and working with people at your job.

Working May Improve your Grades

Many students are surprised that their grades improve when they begin working part time; try not to work more than 20 hours per week.

Some Businesses Provide Benefits

Some businesses offer benefits to people if they work twenty-five (25) hours a week. This means you could begin a 401(k), qualify for health insurance and a tuition assistance program while attending college.

Working On Campus

Working on campus can mean anything from working in the library or coffee shop to doing research. Consider the following when applying for on-campus jobs:

Pros of Working On Campus

- You can save time by not having to commute
- It may be easier to connect your job with the campus financial aid office if you have a work award or work-study
- Your employer may be more understanding about having a student worker (especially when finals week rolls around).

Cons of Working On Campus

- You may not get much time to get away from campus
- Your choices may be limited, especially if you apply late
- Your on-campus job may not offer employment during the summer

Working Off Campus

Pros of Working Off Campus

- Off-campus jobs may offer better pay (and more chances at getting a raise) and the possibility of benefits
- If you live off-campus, your off-campus job might be closer
- You may build a good relationship with a company that may offer a job after you graduate

Cons of Working Off Campus

- You may need to pay for transportation expenses (such as parking, a bus pass, and/or gas)
- Your employer may not be as understanding of your student schedule
- It may be harder to take time off for things like winter and spring breaks

Finding the right job to advance your career opportunities!

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On your own, conduct an Internet search for jobs located on campus or around the college you are considering. Try to find businesses that are directly connected to your future career.

Problem solving: How would you connect with the businesses to ask about working for them?

Your Future Career	
Colleges You May Attend	1. 2. 3.
Job Available on Campus	1. 2. 3. 4.
Jobs Available off Campus	1. 2. 3. 4.

Discussion questions:

1. Are you planning on working this summer? If yes, will this be your first paid job? What do you think it will be like? If no, what will you do instead?

2. What do you think is the purpose of an internship? (versus a full or part-time position)? What are your expectations?

3. Have you ever been through an interview before? If so, what was the best and worst part of it? If not, what do you anticipate to happen?

Common Interview Questions

Regardless if you are applying to volunteer or work full-time, you are bound to be asked a few questions before starting work. Review the list of common interview questions below, and then answer the questions below.

1. How did you hear about this position?
2. Why are you interested in the position and our company?
3. What do you know about our company?
4. Tell us about any work or volunteer experience that would help you in position.
5. Describe a situation in which you were successful.
6. What do you consider to be your greatest strength and weakness?
7. Describe a time when you've had to work with a difficult person to accomplish a task.
8. What hours are you available to work?
9. Do you have questions about the position?

Questions:

1. Were you surprised by any of these questions listed? If yes, then briefly explain.

2. If you had an interview next week, what would you do to prepare?

Preparing for an Interview

Do your homework

- Find out about the company
- Check the business’s website
- Read the Job Description!
 - Understand responsibilities, skills and qualifications the employer is looking for

Practice for the interview

- List a few key things that you want the employer to know about you
- Formulate answers, using the STAR method, to commonly asked questions
- Answer them out loud while you are looking at yourself in the mirror (then w/o the mirror)

STAR Method (Situation or Task, Action, Result)

STAR Technique Answering Behavioral Questions		
S	Situation	Details the background. Provides content. Where? When?
T	Task	Describes the challenge and expectation. What needed to be done? Why?
A	Action	Elaborate your specific action. What did you do? How? Using what tools?
R	Results	Explain the result(s): accomplishments, recognition, savings, etc. Quantify.

The STAR format is a job interview technique used by interviewers to gather all the relevant information about a specific capability that the job requires. This process is thought to have a higher degree of predictability of future on-the-job performance than a traditional interview.

So how does this relate to you? If you know what the interviewer is looking for, and more importantly, what they are taking notes on, it's in your best interest to make their job as an interviewer easier by answering questions in a way that gets your message across while hitting all important areas – your situation or task, the actions you took and the result(s)! This is easier said than done, so take a look at a good example before moving on.

Example Question: “Describe a conflict you had with a supervisor/co-worker/colleague and the process you used to resolve it.”

A Strong Answer from A Candidate:

Situation/Task- “Last year, I was working as an inventory clerk with a group of other co-workers. We needed to decide on a system and determine a time frame that would efficiently help us to cut down on time spent unpacking merchandise. A number of people in the group became argumentative and we could not come to a consensus as to what direction to take.”

Actions- “I decided to take the lead and suggested that we sit down and outline all of our options so we could determine exactly where we actually disagreed.”

Results- “Once we saw the points of contention, we were able to discuss the matter more productively and make a decision. In the end, we were able to work well together and we were able to produce a great system that is still being used today. My supervisor said that it was one of the best organized systems that she had ever seen!”

Commonly Asked Interview Questions

Before heading into an interview, take the time to answer and practice this list of interview questions that you will probably be asked.

1. Tell me about yourself.*
 - a. *Keep this answer professional. Employers aren't looking for you to say you like ponies and long walks on the beach.
2. Describe a situation in which you were successful.
3. What is your most significant accomplishment and why?
4. What are your strengths/weaknesses*?
 - a. *(For your weakness-refer to something on the job description that you may not have much experience working with).
5. How has your education prepared you for this job?
6. What is a high school academy?
7. Why did you choose to participate in this academy?
8. Tell me about any specific skills you have developed or acquired relevant to this field.
9. Why do you want to work in our industry/company?
10. What do you know about our company?
11. How would your last supervisor/coach/or teacher describe you?
12. How do you like to be managed?
13. What personality types do you find most difficult to work with and how do you deal with them?
14. How do you work under pressure?
15. How do you manage your time/tasks at work?
16. What does it mean to you to be a professional?
17. How do you interact with people that are older/younger/different than you?
18. Describe a major failure that you experienced and what you learned from it?
19. Is there anything else that you would like us to know about you?
20. Do you have any questions for us?

Homework: Review the list of *Commonly Asked Interview Questions* and be prepared to practice answering them with your mentor/group during April's session.

Review for Students at Home

Building a Resume

Now that your mentee has job-prospects on their mind, take this opportunity to introduce the idea of building basic parts of a resume that will help them move towards accomplishing their long-term goal(s).



Why do I need a resume?

Resumes are the first step to starting your career. There's no doubt that you will need a resume when applying for an internship or job. Ultimately, you need your resume to stand out (in a good way) to catch the reader's interests in order to secure an interview – and hopefully the position!

What do I put on my resume?

There are literally hundreds of ways to prepare your resume, just look at the list of templates offered by Microsoft Office! No matter how you present yourself to potential employers, the following content should be covered:

<p>Contact Information</p>	<ul style="list-style-type: none"> • First and Last Name • Mailing Address • Email Address • Phone Number • Website/E-Portfolio (if applicable)
<p>Goal(s)/Objective(s)</p>	<ul style="list-style-type: none"> • Tell the reader what your short and long term goals entail. Include mission if applicable
<p>Education</p>	<ul style="list-style-type: none"> • State your school's name • Graduation date • Classes that align with your desired job field <ul style="list-style-type: none"> • Honors/AP classes • Second Language, etc.
<p>Work Experience</p>	<ul style="list-style-type: none"> • Reverse chronological order • Use bulleted statements • Use correct present and past tense • Do not use pronouns (<i>I, we, they</i>) • Incorporate strong action verbs <ul style="list-style-type: none"> • See action verbs list for help
<p>Accomplishments/Awards/Involvement</p>	<ul style="list-style-type: none"> • List relevant recognitions, awards, specific trainings and years of experience if it's in your desired field

Mentor Edition

Action Verbs

Communication:

Addressed	Advertised	Arbitrated	Arranged
Articulated	Authorized	Brainstormed	Clarified
Collaborated	Communicated	Composed	Condensed
Consulted	Contacted	Corresponded	Counseled
Debated	Defined	Discussed	Drafted
Edited	Enlisted	Explained	Expressed
Formulated	Influenced	Interacted	Interpreted
Interviewed	Judged	Lectured	Listened
Marketed	Mediated	Moderated	Negotiated
Officiated	Outlined	Participated	Persuaded
Presented	Promoted	Proposed	Publicized
Reconciled	Recruited	Referred	Renegotiated
Reported	Researched	Resolved	Responded
Reunited	Solicited	Spoke	Suggested
Summarized	Synthesized	Translated	Wrote

Management/Leadership:

Accommodated	Achieved	Acquired	Administered
Admitted	Analyzed	Appointed	Approved
Assigned	Attained	Authorized	Chaired
Conceived	Confirmed	Considered	Consolidated
Contracted	Controlled	Converted	Coordinated
Decided	Designated	Developed	Directed
Emphasized	Enabled	Endorsed	Enforced
Enhanced	Established	Executed	Founded
Generated	Guaranteed	Handled	Hired
Hosted	Improved	Incorporated	Increased
Initiated	Inspected	Instituted	Instructed
Led	Managed	Merged	Motivated
Navigated	Observed	Organized	Originated
Overhauled	Oversaw	Planned	Presided
Prioritized	Produced	Recommended	Reinforced
Reorganized	Replaced	Restored	Reviewed
Scheduled	Secured	Selected	Settled
Streamlined	Strengthened	Supervised	Guided

Organization:

Activated	Added	Altered	Amended
Approved	Arranged	Assembled	Brainstormed
Catalogued	Categorized	Charted	Classified
Coded	Collected	Commissioned	Compiled
Corrected	Correlated	Corresponded	Described
Designated	Distributed	Edited	Estimated
Executed	Filed	Founded	Gathered
Generated	Implemented	Incorporated	Inspected
Listed	Logged	Maintained	Minimized
Monitored	Observed	Obtained	Operated
Organized	Prepared	Processed	Proofed
Provided	Published	Purchased	Recorded
Reduced	Refined	Registered	Remedied
Reserved	Responded	Retrieved	Reviewed
Routed	Scheduled	Screened	Specified
Submitted	Supplied	Standardized	Streamlined

Mentor Edition

Action Verbs Continued

Research:

Analyzed	Authored	Clarified	Collected
Compared	Conceived	Conducted	Correlated
Critiqued	Detected	Determined	Diagnosed
Disproved	Evaluated	Examined	Experimented
Explored	Extracted	Formulated	Gathered
Identified	Inspected	Interpreted	Interviewed
Investigated	Located	Measured	Observed
Reported	Queried	Researched	Reported
Reviewed	Searched	Solved	Studied
Submitted	Summarized	Surveyed	Systematized
Tested			

Financial:

Administered	Adjusted	Allocated	Amended
Analyzed	Appraised	Assessed	Audited
Balanced	Budgeted	Calculated	Compared
Computed	Corrected	Determined	Developed
Estimated	Forecasted	Managed	Marketed
Measured	Planned	Procured	Projected
Prepared	Programmed	Qualified	Reevaluated
Reconciled	Reduced	Researched	Retrieved
Sold			

Technical:

Adapted	Analyzed	Applied	Assembled
Built	Calculated	Computed	Conserved
Constructed	Converted	Debugged	Designed
Determined	Devised	Developed	Engineered
Fabricated	Fortified	Installed	Inspected
Maintained	Mobilized	Modified	Operated
Overhauled	Printed	Programmed	Regulated
Remodeled	Regulated	Repaired	Replaced
Restored	Solved	Specialized	Standardized
Studied	Upgraded	Utilized	

Helping:

Advocated	Aided	Answered	Assisted
Clarified	Coached	Collaborated	Coordinated
Cooperated	Counseled	Described	Demonstrated
Diagnosed	Educated	Encouraged	Ensured
Enlisted	Facilitated	Familiarized	Guided
Helped	Inspired	Instructed	Interceded
Intervened	Motivated	Maintained	Prevented
Provided	Performed	Referred	Rehabilitated
Represented	Resolved	Supplied	Supported
Upheld	Volunteered	Worked	

Action Verbs Continued

Creative:

Acted	Adapted	Applied	Began
Combined	Composed	Conceived	Conceptualized
Created	Customized	Designed	Developed
Directed	Displayed	Drew	Entertained
Established	Excelled	Evaluated	Fashioned
Formed	Formulated	Founded	Illustrated
Initiated	Integrated	Introduced	Invented
Loaded	Molded	Modeled	Modified
Originated	Perceived	Preformed	Photographed
Planned	Presented	Produced	Revised
Refined	Rewrote	Shaped	Solved
Visualized	Updated		

Teaching:

Advised	Clarified	Coordinated	Conveyed
Critiqued	Defined	Developed	Enabled
Encouraged	Evaluated	Explained	Facilitated
Focused	Guided	Informed	Initiated
Instilled	Instructed	Lectured	Motivated
Presented	Reinforced	Resolved	Taught
Trained	Tested	Tutored	Educated

Resume Sample

Sally Jay

1200 Roadrunner Way, Bakersfield, CA 93367
Home: (661) 123-1234; Mobile: (661) 345-5678
Email: sallyjay@gmail.com

Goal/Objective

To acquire a part-time position Kern Saddlery in order to utilize and grow experience as an equestrian.

Education

Wilson High School Expected Graduation Date: 2015

High School Awards and Honors

- National Honor Society Fall 2012, Spring 2013
- Middle School Academic Honor Roll 2011, 2010
- Perfect Attendance 2012

Skills & Work Experience

Mitchell's Ranch Stable Assistant May 2009- Present

- Assist the ranch manager in stable upkeep and operations
- Create and distribute 200 flyers about horseback riding using Print-to-Pretty software
- Help to stuff envelopes with invoices for monthly billing and enter payments into Quick spreadsheet software

Chuck's Sodas & Pizza Stock Assistant Summers 2008-2011

- Restocked condiments, napkins and maintained a clean counter
- Provided great customer service for about 25 walk-in customers on each shift
- Operated cash register, POS, and frequent guest card system

Community Involvement

- Boys & Girls Club after-school volunteer
- Wilson High School Recycling Club, Math Club and Key Club

Sample Cover Letter

Sally Jay
1200 Roadrunner Way
Bakersfield, CA 93367
Home: (661) 123-1234
Mobile: (661) 345-5678
Email: sallyjay@gmail.com

January 20, 2014

Kevin Smith
Hiring Manager
Kern Saddlery
4953 Saddleback Road
Bakersfield, CA 93367

Dear Kevin Smith,

I am interested in the part-time position at Kern Saddlery as advertised in The Bakersfield Californian. I have equine experience as I have been around horses for over nine years. Not only have I shown and ridden horses, but I have also had extensive experience assisting in a barn. Through working with horses, I have acquired a thorough knowledge of horses, tack and equine apparel for both horse and rider.

While I have equine experience, I also have excellent communication skills and an aptitude for customer service. My past experience as a volunteer at Kern Hospital made it necessary for me to focus on providing quality customer service, and also enabled me to work with all types of people. I believe that my communication skills, partnered with my equine knowledge, would make me an asset to your business.

Thank you for your consideration. I can be reached at (661) 123-1234 or (661) 345-5678. I look forward to hearing from you soon.

Sincerely,

Sally Jay

Sally Jay

KEEDEF

March Session
Financial Planning and Skills

1. Purpose of Session - Financial Skills for the Student. Students will work on basic financial skills for a successful transition to college and beyond. Discussion items include: budgeting, checking and savings accounts, credit cards, etc. Students will participate in an activity/game that focuses on smart money choices. A guest speaker will be in attendance for all senior academy students.
2. Students will meet together at a location on campus TBD. Guest mentoring instruction for this session is provided by Denise Winston, Money Starts Here Financial Money Management.

About Denise Winston

Denise Winston is the founder of Money Starts Here, a financial education company. She has been called “the Martha Stewart of money” because she is about LIVING with all things financial. No get-rich-quick schemes, just the basics—simple, practical solutions for dealing with money in day-to-day life.

Winston has reached more than 60 million people via 120 media outlets like, The Wall Street Journal, Readers Digest and Better Homes & Gardens; 3,000 college and high school students with lectures and discussions; thousands of corporate employees with seminars; hundreds of women at conferences; and countless American parents, teens and adults with her DVD and workbook series.

KEEDEF

April Session
Mock Interviews

1. Purpose of Session – Mock Interviews: This session will cover interviewing topics including: common interview questions, what to wear, how to answer questions appropriately, body language, etc. It is suggested that you ask for 2-3 volunteers in each group to be interviewed (but try to have all students participate both as the interviewer as well interviewee). The students will be given an evaluation form that will be used in their portfolio.
2. Take 10 minutes to debrief the mock interview process and have students answer the discussion questions.
3. Close the session by reviewing closing tips:
 - *Questions to Ask During an Interview*
 - *Sample Thank You Email Letter*
 - *Phone Interview Tips*

Mock Interview Day

Interview Questions

Directions: Choose 3-6 questions from below to ask. As the interviewer, take notes and fill out the feedback form for each person interviewed.

1. Tell me about yourself /How would you describe yourself?
2. Describe a situation in which you were successful.
3. What is your most significant accomplishment and why?
4. What are your greatest strengths and weaknesses?
5. How has your education prepared you for this job?
6. Tell me about your school's Academy?
7. Why did you choose to participate in this Academy?
8. Tell me about any specific skills you have developed or acquired relevant to this field.
9. Why do you want to work in our industry/company?
10. What do you know about our company?
11. How would your last supervisor/coach/or teacher describe you?
12. How do you like to be managed?
13. What personality types do you find most difficult to work with and how do you deal with them?
14. How do you work under pressure?
15. How do you manage your time/tasks at work?
16. What does it mean to you to be a professional?
17. How do you interact with people that are older/younger/different than you?
18. Describe a major failure that you experienced and what you learned from it?
19. How do you determine which activities have top priority of your time?
20. How do you determine or evaluate your success? Give an example.
21. Why should we select you over another applicant?
22. What are your long-range career goals?
23. Is there anything else that you would like us to know about you?
24. Do you have any questions for us?

Mock Interview Day: Feedback Form

Directions: Take a few minutes to fill out the questions below for each person interviewed. Your candid responses will provide constructive feedback for interviewees as well as the mentor program.

Interviewee's Name: _____

Interviewer's Name (Your name): _____

Type of interview (Circle one): One-on-one or Panel

Please evaluate the student's interview performance based on the following scale:

1= Very Poor Impression	2= Poor Impression	3= Positive Impression	4= Very Positive Impression	
1) Overall interview rating	1	2	3	4 N/A
2) Candidate's attire	1	2	3	4 N/A
3) If you had a position, would you hire this candidate	1	2	3	4 N/A
4) Eye contact	1	2	3	4 N/A
5) Vocal Clarity/Tone/Pitch	1	2	3	4 N/A
6) Posture	1	2	3	4 N/A
7) Uses proper grammar/avoids slang terms	1	2	3	4 N/A
8) Expresses ideas clearly, concisely	1	2	3	4 N/A

Interviewing Competencies

1) Candidate demonstrated the ability to meet or exceed goals	1	2	3	4 N/A
2) Candidate articulated their own strengths and weaknesses	1	2	3	4 N/A
3) Candidate demonstrated composure during interview	1	2	3	4 N/A
4) Candidate demonstrated active listening skills during interview	1	2	3	4 N/A
5) Candidate built rapport with the interviewer	1	2	3	4 N/A
6) Candidate provided evidence of leadership skills	1	2	3	4 N/A
7) Candidate was thoughtful about his/her answers before speaking	1	2	3	4 N/A

8) Did candidate demonstrate the ability to share real, concrete examples?

9) What needs improvement?

10) Additional comments:

Mock Interview Day: Re-Cap



Reflection/ Discussion: Mock interviews are an emulation of an interview used for training purposes. In other words, the interview tries to resemble a real-life interview as much as possible and provide experience for the candidate. The mock interview helps the job applicant learn what is expected in a job interview, while providing the applicant's self-presentation.

1. What was the best and worst part about the mock interview and why?

2. What do you think is the purpose of mock interviews?

3. What did you learn about yourself after being interviewed?

4. In the future, do you plan on preparing for an interview using the tips and guides provided from the mentor program?

Mock Interview Day: Closing Tips

Sample Questions to Ask in an Interview

1. Months from now, how would you know you hired the right person for this job?
2. How would you describe your management/supervisory style?
3. How is an employee evaluated in this position?
4. What does a typical work day/week look like for the position- is there travel involved?
5. What do you think is the biggest challenge of this position?
6. Why is this position open?
7. What are your goals for this department?
8. What will be the next steps in the hiring process?



Sample Thank You Email Letter

Your Name
Telephone Number
Email Address

March 22, 2014

Mr. Jim Baxter
Vice President, Commercial Construction
McGraw-Hill Construction
Bakersfield, CA, 93301

Dear Mr. Baxter,

I enjoyed meeting with you yesterday to discuss opportunities in your Commercial Construction Division. I was especially interested in hearing about the company's planned expansion and the ideas concerning outreach to the local community.

My experience working in a number of summer construction positions in Kern County has made me particularly interested in the growing energy/green needs in the industry. As you learned from our conversation, I have also completed two years in the Energy & Utility Career Academy at Independence High School and thus understand the industry's commitment to high quality work, safety, and customer service.

Thank you again for taking the time to meet with me. I remain very interested in the summer Commercial Construction Assistant position. I am confident that my skills and experience would be a valuable addition to your team. I look forward to hearing from you soon.

Sincerely,
Your Name



Phone Interviewing Tips

Phone interviews are often used to screen candidates and narrow the pool of applicants who will be invited for in-person interviews. They are also used to minimize the expenses involved in interviewing out-of-town candidates.

A phone conversation may be your initial contact with a prospective employer. In order to make a positive impression...

- Be prepared for a phone interview at a moment's notice
- If possible, avoid using a cell and speaker phone so the connection is clear
- Talk directly into the mouth piece of the phone
- Always answer the phone in a professional manner (coach your roommates, family, or friends on how to answer the phone and take messages if you are not available)
- Make sure to have a professional voicemail message. Include:
 - Your first and last name
 - Example: Hi, you have reached Julie Cole. I'm sorry I missed your call. Please leave a message and I will get back to you as soon as possible. Thank you.

Be Prepared

Prepare for a phone interview just as you would for a regular interview.

- Plan on being prepared to talk about your background and skills. Make a list (and keep all the papers laid out in front of you) of your strengths and weaknesses, as well as a list of answers to typical interview questions.
- Keep your resume in clear view, on the top of your desk, or tape it to the wall near the phone. Remember, anything on your resume is fair game for potential employers to ask questions about so make sure you are familiar with the details.
- Have a short list of accomplishments available to read off.
- Have a pen and paper handy for note taking. Also, have your calendar ready so you are prepared to schedule additional interviews.
- Have the job description in clear view. Study it to identify the experiences and knowledge you need to highlight in the interview.
- Clear the room and make sure you have a quiet non-distracting place to talk. Have friends, family, roommates, and pets leave the room. Turn off the stereo and the TV. Close the door.
- Turn call-waiting off so your call isn't interrupted.

Practice

Talking on the phone isn't as easy as it seems.

- Have a friend or family member conduct a mock interview and record it so you can hear how you sound over the phone.
- Practice reducing your “ums,” “uhs,” “okays,” “stuff like that,” and “you know what I mean” from your conversational speech.
- Rehearse answers to typical interview questions.

During the Phone Interview

- Do Not smoke, chew gum, eat, or drink.
- Do keep a glass of water handy, in case you need to wet your mouth.
- If sitting do not slouch- sit up straight. It is okay to stand or walk around during the interview (this helps your breathing and keeps you calm).
- Smile. Smiling will project a positive image to the listener and will change the tone of your voice.
- Speak slowly and enunciate clearly.
- Remember that the interviewer cannot see your body language or facial expressions, so make sure you are using an energetic and confident voice tone to convey your enthusiasm for the position.
- Use the person's title (Mr. or Ms. And their last name). Only use a first name if asked.
- Listen carefully to the questions and do not interrupt the interviewer.
- Take your time- it's perfectly acceptable to take a moment or two to collect your thoughts.
- Give short and concise answers that use examples that demonstrate your qualifications for the position. Use the job description and your research to determine qualifications.
- Take good notes about the questions asked and how you answered.
- Remember to say “thank you.”

After the Interview

- Use the notes you took during the interview to help you prepare for the 2nd interview.
- Follow with a thank you email which reiterates your interest.



KEEDEF

May Session
Culminating Meeting

1. Purpose of Session – Culminating Meeting: This session will conclude the senior mentor program. Both mentors and mentees will have the opportunity to engage in activities and discussion geared towards ending the program with an up-beat attitude, helping students feel good about themselves and energized to what awaits them after the school year ends.
2. Allow 10 minutes for the closing activity called *Cup of Dreams*. Mentor(s) will facilitate by reading directions, choosing duration of activity and closing by reiterating underlying message.
3. After activity, discuss any great ideas for summer plans and recap the school year by answering questions from the form titled *A Look Back Going Forward*.
4. Allow 10-15 minutes for students to fill out the *End of Year Mentee Questionnaire*. Collect surveys and return them to instructor or mentor coordinator.
 - a. Note: Make sure to tell mentees that the questionnaire will only be seen by the instructor or mentor coordinator. It will be used solely to improve upon the mentor program.
 - b. Turn in to instructor or mentor coordinator.

Cup of Dreams

This is a good closing activity for the end of an over-all experience. Students focus on one member at a time.

Props: 2 Styrofoam cups per group
1 Rubber band per group
3 – 4 strings (1 for every two people)

Procedure:

1. Take the string and tie it onto the rubber band so that the strings are equidistant from each other.
2. Form groups of 6 to 8 people and ask them to decide who is going to be blind folded (or close their eyes) and who is going to be able to see.
3. The people that are able to see are going to pair up with someone who can't see and guide them and tell them what they have to do.
4. The objective is for the people that are blind folded to move the water from one cup to the other spilling as little water as possible.
5. The rubber band will be placed around the cup and the string used to lift and pour water from the cup.

Things to think about:

The water is supposed to signify the dreams of the individuals that are participating in the game. Talk about how sometimes in order to achieve your dreams you need to rely on other people to help get you there and how you can play a role but sometimes there are other factors. If everyone helps one another, maybe you can better achieve your goal.

A Look Back Going Forward

Directions: Take time to look back through each mentor session and answer the following questions. Be ready to share your answers with your mentee(s). Your Mentees will have separate questions.

1. What was the most difficult concept to guide or support mentees on and why?

Mentee question: What was the most difficult concept to grasp and why?

2. What topic(s) were you most interested in discussing/ did you think have the most impact on your mentee(s) and why?

Mentee question: What topic(s) were you most interested in learning and why?

3. What was your favorite part about mentoring and why?

Mentee question: Same.

Discussion: After answering the questions, come back as a group to discuss your answers.

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“Getting to Know You” Additional Activities for First Meetings between Mentors and Mentees

1. It Takes One Minute to Know You

You and your mentee try and figure out how many things you have in common (that aren't obvious) in one (or two, or three, or five, etc.) minutes.



2. Mentoring Dictionary

Write five questions on a piece of paper. Questions might include the following:

- What is your middle name?
- Where were you born?
- Have you lived in another city, state or nation?
- How many brothers or sisters do you have?
- Do you have any children?
- Do you have any pets?

Ask your mentee to write those same questions on a piece of paper and to add to that paper five more questions they want to ask you. Interview each other and record the responses. Then you can each use the interview responses to write a "dictionary definition" of your partner to include in a Mentoring Dictionary. You might model this activity by creating a sample dictionary definition about yourself.

3. Fact or Fib?

You and your mentee are going to share some information about yourselves. You'll learn about some of your backgrounds, hobbies, and interests from the 60-second oral "biography" that you will present. Each of you should take notes; as the other person speaks, you should record what you think are the most important facts being shared. When you finish your presentation, each of you should take turns talking about five things about yourself. Four of your statements should tell things that are true and that were part of your presentation; one of the five statements is a total fib. Then each of you gives the other a "fib quiz." This activity is most fun if some of the true facts are some of the most surprising things about you and if the "fib" sounds like something that could very well be true.

4. People Poems

Use the letters in your name to create an acrostic poem. For example, Bill could write:

Big
Intelligent
Laughing
Loud

Each of you must include words that tell something about yourselves -- for example, something you like to do or a personality or physical trait. This activity is a fun one that enables you to learn how both view yourselves. Allow older mentees to use a dictionary or thesaurus. You might also vary the number of words for each letter, if you want to expand the exercise.

5. Another Poetic Introduction

Use the form below (or create a variation) to create poems that describe yourselves:

Name _____
Title (of poem) _____
I will never _____,
I will never _____,
and I will never _____.
I will always _____.

This activity lends itself to being done at the beginning of the mentoring year and again at the end of the year. You and your mentee will have fun comparing your responses and seeing how the students *and* the responses have changed

6. Categories (group activity)

You and your mentees will learn more about what you have in common as well as what makes you unique.

Call out categories and, as quickly as possible, everyone group together with those who identify as belonging to that category. It's as simple as that.

Some categories you may want to use:

- Get together with everyone born in the same month
- Left or right handed?
- Get together with everyone born in the same number of siblings
- Same color eyes
- Favorite fast food restaurant
- Favorite color
- Favorite movie

7. Guess Who... (group activity)

Write five facts about yourself on separate pieces of paper. Facts might include the following:

- Your middle name
- Where you born
- Places you lived or vacationed
- Hidden talent
- What you want to be when you grow up
- Favorite activity

Etc.

Ask your mentees not to sign their pieces of paper and collect them. One-by-one read the cards to the group. Have each mentee guess who they think the person is. After everyone guesses, ask the person to raise their hand or stand up.

Things to think about:

The extent to which discussion and feedback among the group is encouraged is at the discretion of the facilitator, depending on the group composition and whether the activity is used simply as an ice-breaker or for more involved discussion, which could easily be linked with developing mutual awareness. Ring tones are for many an expression and extension of personality, as is handwriting, which is also interesting to compare when discussing personality.

Excerpted and/or adapted from www.education-world.com

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