

Contra Costa e-Mentoring

BUSINESS GUIDE

Health Careers E-Mentor Guide

Mentor Steps to a Career in Health Care

E-Mentoring Guidelines:

- When responding to a student's questions, repeat their question in your own words in order to identify what it is you are responding to and to ensure that you understand what the student is asking.
- Ask open-ended questions, rather than ones that can be answered with a simple yes or no.
- Remember to give guidance based on your experience, not advice, and do not be offended if your student decides that your career is not the right choice for them. This might be a great time to encourage them to look into a different career.
- Keep it simple –
- Keep it safe –
- Develop desired outcomes –
- Keep everyone informed –
- Make it fun and rewarding –

E-Mentoring Student Learning Outcomes:

The e-Mentoring Program will culminate in a student-developed research paper, powerpoint presentation or poster board on the career information you share with the student. The e-mentor program is one of the assignments given to the student, and it will be graded by the teacher.

* NOTE: The following are suggestions to initiate a conversation between you and your student. Please see a list of Internet sites that can assist you. The list is located at the end of this document

WEEK ONE- E-mail #1

1. Tiptoeing through an introduction-

Give a brief description of who you are- a personal side-

(Share only what you are comfortable sharing)

Name, occupation, hobbies, family status, pets, music etc.

You may include a copy of a resume (see e-Mentor website for a sample of a resume. (<http://cceconptnr.org/e-Mentoring/Forms.htm>))

WEEK TWO- E-mail #2

2. Walking with your student-

This is a good time to find out what your student is doing in school. Inquire about the courses they are taking, the courses they like, extra-curricular activities, Health Occupations Students of America (HOSA) student-led school club participation, and volunteer experiences they have had.

(See <http://cceconptnr.org/e-Mentoring/HOSA.htm>)

This type of questioning will allow you to see the whole student. It will give you an idea if they might be suited for your career. For example, if they tend not to be very involved and like doing activities by themselves, maybe a career that does not have a lot of people interaction would be good for them to explore. You can also use the following to get to know your student-

You can use the following list for suggestions on how to open up a line of communication with your student: In your e-mail you can ask them to:

- a. Pick five words that really describe the student (the "real you"). For instance, "What five words would you use to communicate the most important facts about yourself?" (The words can identify skills, roles, attitudes, personality traits, etc.)
- b. Pick three personal heroes.
- c. Or ask, "What is your fantasy career? What career do you daydream about?"

- d. You might also ask them to briefly describe the ideal work setting, including hours and types of people the student would like to work with.
- e. Describe a special skill that you can do better than anyone else and give an example of when you have used that skill.
- f. Choose a color that appeals to you.

WEEK THREE and WEEK FOUR (e-mails #3 & #4)

3. Allowing a student to walk in your shoes-

This part of the E-mentoring will be divided into two weeks

The student should be inquiring about your career with very specific questions that will allow them to complete a career research report. They have the questions to ask, but they may include:

- a. What are the job responsibilities associated with your career?
- b. What are the education requirements and what is the best way to get started on a career in this field?
- c. Where did you receive your education/training?
- d. Are there any licensing requirements?
- e. Is continuing education a requirement in order to maintain your license? If so, how many hours?
- f. What is the starting salary for this career?

Questions for Week FOUR might include:

- a. Where should I look for more information about this career?
- b. Are there any professional organizations that you belong to? How do they assist you with your career?
- c. Are there any hazards associated with this career?
- d. Please describe a typical day for this career.
- e. Do you think I would be suited for this career?
- f. What special advice would you give to anyone entering this career?
- g. What is the job outlook for this career?
- h. Do you see this career changing in the next 10 years?

WEEK FIVE and WEEK SIX (E-mails #5 & 6)

4. Walking the path to success-

This part of the E-mentoring will be divided into two weeks

This part of the program is designed to assist students in learning about goal setting, both short-term and long-term, resumes, test taking, volunteering, and preparing for post-secondary education and training. The list of activities and Internet sites can help guide you and your student through this part of the E-mentoring. You may want to split up this section of the curriculum into 2 weekly communications which may include:

Week #5:

- a. What courses does the student plan to take next year in high school? Is it relative to the career they think they might want to pursue after high school?
- b. What math class do they plan to take?
- c. What science class do they plan to take?
- d. Is the student considering going on to higher education or signing up for training after high school? If so, what is their thinking on the types of education/training opportunities in their local area.
- e. What kind of attitude does the student have about taking tests in school? Do they do their best in their classroom assignments? Do they try to do their best in end-of-course exams? What about the STAR test? The high school exit exam? SAT testing?
- f. This might be a good time to give them some advice on their resume development. Share your resume (again) and ask them to share theirs. Give them some feedback to enhance their document (if applicable).

Week #6

- a. Has the student participated in any job shadowing? If so, have them share their experience and give them some ideas on why it is important to explore careers beyond what they know about immediately. For instance, the student may be familiar with doctor/nurse/scientist but may not be familiar with the large number of job opportunities in laboratory, imaging or other careers not seen on television.
- b. Is the student considering internships next year? Give them information about how much they can learn from spending some time in a hospital, clinic or convalescent home.

- c. What about volunteering? What would the value of this experience bring to the student? Share different strategies a student could use to volunteer in their neighborhood. The student might not connect volunteerism with work; internships with learning; summer jobs with career exploration.
- d. Help the student think about what their next step might be for their junior or senior year in high school—and also transitions from high school into careers which may include the need for post-secondary education and training.
- e. Share information about the importance of the interview if they are going to pursue activities in Health Care during their high school experience.
- f. Ask them about “Letters of Recommendation” and the value this instrument can play on successfully pursuing a job shadow, internship, volunteer assignment, summer job or other activity in a Health Care environment.
- g. Allow the student to ask any final questions which will wrap up their assignment.
- h. Refer the student to internet sites which would allow them to further explore careers and information about next steps. Some valuable internet site URL’s follow.
- i. Ask the student to share with you the research paper, powerpoint or picture of the poster board they developed and turned in to their teacher as a part of the e-Mentor Program.
- j. If you are able to visit the school at the school’s end-of-year celebration, ask the student when the special event is and let them know that you plan on meeting them there. (Be sure to let the teacher know you are coming!)

Internet sites to assist you in helping your student prepare for post-secondary education and career development

Career Interest sites

<http://www.myfuture.com/toolbox/workinterest.html>

This is a [work interest quiz](#). To make a good decision about a future career, it helps to know what type of work you enjoy doing. Should I go to college or look for a job? If I try to find a job, what kind of job should it be? How do I find what jobs are best for me? The Work Interest Quiz can help you find answers.

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

Color Quiz is a free five-minute personality test based on decades of research by color psychologists around the world. There are no complicated questions to answer; you simply choose colors with a click of the mouse! Your test results are completely confidential and we do not keep the results.

<http://career.missouri.edu/modules.php?name=News&file=print&sid=146>

This is a game designed to help you match your interests and skills with similar careers. It can help you begin thinking about how your personality will fit in with specific work environments and careers. Come play along and see what happens! For more information about the *Career Interests Game*, careers, majors, and self-assessments (the SDS, Discover, Choices and SIGI-PLUS), call or come by the Career Center.

Career Information sites

<http://www.bls.gov/oco/home.htm>

To find out about a *specific* occupation, click on the "OOH Search/A-Z Index" link located in the **upper right** corner of the page and then enter the occupation's name in the "Search OOH" box. [Search tips.](#)

<http://www.acinet.org/acinet/>

Smart career decisions start here! Find wages and employment trends, occupational requirements, state by state labor market conditions, millions of employer contacts nationwide, and the most extensive career resource library online.

http://www.acinet.org/acinet/select_state.asp?soccode=&next=state1

This site provides information by selecting the state you want to focus on.

Interviewing tips

<http://fsweb.wm.edu/career/04/Interview/MovinOn.cfm>

Movin' On: Tips for Interviews by Leo Charette. The moment you have waited for with anticipation is here -- your interview. As you've done a hundred times before, you run through another mental review of your accomplishments. What will be asked? Do you know enough about the company or about the job? Take another deep breath, wipe your sweaty palms, and muster up all your confidence. Your time has come! This guide will assist you in preparing for your first interview -- the screening interview.

<http://content.monster.com/ace/>

The Virtual Interview. Get ready to [face the toughest interviewers](#) around! Questions To Ask the Interviewer- When an employer asks you if you have any questions at the end of an interview, make sure you actually have [something to say](#).

Don't Sweat It

Follow [these tips](#) and be prepared before you walk in the door! Plus: Follow our Three R's -- [Research, Rehearse, Relax](#).

Telephone Tips- Fear of calling? Don't panic. We've written a [conversation script](#) to help you deal with telephone reluctance. Once you have your script down pat, you'll need a few more [phone strategies](#) to get that interview.

Can You Answer This?- Get ready with [these tough questions](#) and sharp answers! Plus:

Avoid getting jolted by jargon with our [buzzword dictionary!](#)
Interview Planner
Print this [handy list](#) out with you use it throughout your job search.

Resume Information

http://www.myfuture.com/toolbox/createresume_all.html

Create Your Résumé- Your résumé is one of the first steps in going for a job, and in beginning to build a foundation for your career.

This site includes:

- ✦ [Step-by-Step](#)
- ✦ [Examples](#)
- ✦ [Résumé Builder](#)

<http://jobstar.org/tools/resume/index.cfm>

This site has great links to assist students with their resume

Test Taking Tips

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

Whether you're a high school or college student, tests are unavoidable. If you take a multiple-choice exam your strategy will be different than if you were to take an essay test. Learning proper note taking, studying and test taking strategies are a vital part of improving your grade and academic success.

<http://www.ncsu.edu/felder-public/Papers/testtaking.htm>

More tips for test taking

Applying to college

<http://www.fafsa.ed.gov/>

Financial Aid

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

Scholarship information

http://owl.english.purdue.edu/handouts/pw/p_perstate.html

Writing a personal statement for college

Letters of Recommendation: Needed for College and Applying for a job

The single best thing you can do, to get a good letter of recommendation-- particularly if a teacher does not have a long acquaintance with you--is to **provide your letter writer with useful information.** Here is the type of information letter writers often find helpful, this is called a brag sheet:

- your overall GPA
- a list of courses you have taken, and grades earned
- your career goal
- organizations to which you belong
- awards that you have won
- honors you have earned
- activities in which you have participated (and any offices held)
- work experience service activities such as volunteer work