



Section II

The First Step Toward a Successful Career— Training, Education, and Experience

You have done a self-evaluation and explored career options. Now you are ready to take the next step. What is the best course of action? For many young people, students, and adults entering or reentering the workforce, the next step is getting more education. Education beyond high school is becoming increasingly important in today's competitive, technology-driven world. This section provides resources to help you find the best educational and training experiences. The information in this section will help you answer the following questions:

- How do I find an appropriate training program?
 - What is informal training, and how do I get it?
 - How do I find money to pay for education and training?
 - What additional resources and assistance are available for people with disabilities?
 - What is assistive technology, and how will it help me succeed in school?
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Chapter 3. Getting More Education and Professional Experience

Chapter 3

A. Choosing an Appropriate College or University Program

This section offers tips on and resources for finding the best college and university programs in your field of interest.

Guides to College and University Arts Programs

You will want to learn about arts programs at colleges and universities nationwide. For a complete national directory of accredited institutions and major degree programs in dance, art and design, theater, and music, contact the following organization:

National Office for Arts Accreditation in Higher Education

11250 Roger Bacon Drive, Suite 21
Reston, VA 20190
Telephone: (703) 437-0700
Fax: (703) 437-6312
E-mail: info@artsaccredit.org
Web site: www.arts-accredit.org/



At the same mailing address, you will find the following organizations:

- National Association of Schools of Art and Design
- National Association of Schools of Dance
- National Association of Schools of Music
- National Association of Schools of Theatre

The national directories include the addresses and telephone numbers for all member institutions as well as the names of program administrators. They provide valuable information for businesses, teachers, researchers, and students.

Association of Collegiate Schools of Architecture

1735 New York Avenue NW
Washington, DC 20006
Telephone: (202) 785-2324
Fax: (202) 628-0448
Web site: www.acsa-arch.org/



Performing and Visual Arts College Fairs

Performing and visual arts college fairs are free events for college-bound people and college students interested in pursuing undergraduate and graduate programs in music, dance, theater, visual arts, creative writing, and related disciplines. Attendees learn about education and career opportunities, admissions, and financial aid, as well as audition and entrance requirements. Students can meet with representatives from colleges, universities, conservatories, festivals, and other institutions with specialized programs in the visual and performing arts.

For more information, contact the following organization:

National Association for College Admission Counseling
 1631 Prince Street
 Alexandria, VA 22314-2818
 Telephone: (703) 836-2222
 Fax: (703) 836-8015
 Fax on demand: (703) 299-6829
 Web site: www.nacac.com/fairs.html

For a complete listing of fair sites and dates, access the organization's Web site or call the College Fairs Department staff at 1-800-822-6285.

Organizations That Can Help You Pursue Higher Education

The organizations listed below can help people with disabilities pursue higher education. Consider contacting them for assistance.

America's Learning Exchange

Web site: www.alx.org

This Web site is a comprehensive source of information about education and training options. It covers technology-based, distance learning, and traditional courses.

Association on Higher Education and Disability (AHEAD)

University of Massachusetts, Boston
 100 Morrissey Blvd.
 Boston MA 02125-3393
 Telephone: (617) 287-3880
 Fax: (617) 287-3881
 E-mail: carol.desouza@umb.edu
 Web site: www.ahead.org

AHEAD is an international multicultural organization of professionals committed to helping people with disabilities participate fully in higher education. AHEAD can provide the names and telephone

numbers of the college or university coordinators of services for students with disabilities in your area, and it has low-cost publications on how to choose a college or university if you have a disability. AHEAD also offers employment and school-to-work transition services, including national job listings on its Web site.

HEATH Resource Center

One Dupont Circle, Suite 800
Washington, DC 20036-1193
Telephone: (202) 939-9322 or 1-800-544-3284
TDD: (202) 939-9329
Fax: (202) 833-4760
E-mail: heath@ace.nche.edu
Web site: www.acentet.edu

HEATH is the national clearinghouse for information about education after high school for people with disabilities. It provides written materials about a variety of topics.



**B. Vocational Rehabilitation Services:
An Overview**

What Is the Rehabilitation Services Administration?

The Rehabilitation Services Administration (RSA) is under the Department of Education and oversees programs that help individuals with physical, medical, mental health, and developmental disabilities by providing job training and other individualized services. The RSA also provides funds to state vocational rehabilitation agencies to support employment-related services for individuals with disabilities.

What Are Vocational Rehabilitation Services?

Vocational rehabilitation services, usually called “voc rehab,” are part of a state-operated program to assist eligible people with disabilities in preparing for and engaging in gainful employment.

What Services Can Vocational Rehabilitation Provide?

The rehabilitation process is tailored to each client. A rehabilitation specialist assists the client in identifying a suitable vocational goal and the services

necessary to achieve the goal. Rehabilitation specialists offer the following services:

- vocational testing and assessment
- vocational and guidance counseling
- training, including on-the-job training
- school-to-work transition assistance for students
- information on assistive technology and devices
- financial assistance to help pay for assistive technology
- financial assistance to help pay for tuition
- supported employment
- job search and placement services

Who Is Eligible for Vocational Rehabilitation Services?

In order to use vocational rehabilitation services, the client must be at least 18 years old; have a physical, mental, or emotional impairment that interferes with employment; and be determined that vocational rehabilitation services will help them get or keep a job.

In addition, the Social Security Administration refers Social Security Disability Insurance (SSDI) and

Supplemental Security Income (SSI) beneficiaries to state vocational rehabilitation agencies to provide the vocational rehabilitation services necessary to help them return to work, enter a new line of work, or enter the workforce for the first time and get off government assistance.

How Do I Get Vocational Rehabilitation Services?

You must contact your state or local vocational rehabilitation agency to set up an appointment. During a meeting, a vocational rehabilitation specialist or counselor will assess whether you are eligible for service.

See the list of state vocational rehabilitation offices in Appendix G.

What If I Am Denied Eligibility?

Every applicant or recipient of vocational rehabilitation services has the right to challenge any decision or determination made by a rehabilitation counselor or coordinator regarding eligibility and the furnishing, denial, reduction or termination of services. If you need assistance in making such a challenge or in pursuing a formal appeal of a decision or determination, you should contact the Client Assistance Program

(CAP) in your state. Each CAP is authorized under Title I of the Rehabilitation Act to provide advocacy and assistance to individuals with disabilities who are seeking or receiving services funded under that Act.

A CAP can provide the following services:

- advise you of your rights and responsibilities in the process of obtaining rehabilitation services funded under the Act
- assist you in your relationship with the projects and programs providing rehabilitation services funded under the Act
- explain specific rehabilitation services and benefits available to an individual with a disability
- help you in the appeal process if you disagree with the rehabilitation services being provided or when services you want are being denied
- identify problem areas in the delivery of rehabilitation services and suggest methods and means of improving service delivery; and
- refer you to other agencies (public and private) if you are not eligible for vocational rehabilitation services.
- For a listing of agencies housing the CAP in your state, see Appendix I.

C. Internships, Apprenticeships, and Other Informal Training

An excellent way to learn more about a job or area of interest is to get an internship. An internship with a company or organization in your field of interest can put you on the path to success, point you in a new career direction, help you discover your talents, and give you real world experience. Internships are a great way to test career options before you settle on a career choice and invest in training. In addition, you can build your résumé and begin networking to help ensure that you will be happily employed after you finish high school, college, graduate school, or continuing education training. Your career counselor can apprise you of either academic credit or salary (sometimes both) in virtually any field of interest. The resources provided in this chapter will also help you locate appropriate internships.

Here are a few tips to help you find and keep an internship that is right for you:

- Be clear about what you want to learn from an internship before you begin looking.
- Prepare for your internship interview as if you were going on a job interview (dress appropriately, be



on time, prepare questions to ask, be prepared to answer questions).

- Know your rights as an interviewer, employee or intern (see Chapter 6, section E).
- Make sure the interviewer is clear about the experiences you want and the skills you hope to learn. Not all internships are a good match.
- Never take an internship just because it pays well. If you hate what you are doing and not learning what you want you will be miserable and you will not do your best work.
- Remember, there is no perfect internship. Every internship experience will have its share of paperwork, filing, and gopher work. The important thing is that you are also getting interesting, meaningful and relevant learning experiences.

Internships in the Literary, Performing, and Visual Arts

There are many internship opportunities available in the arts. The following publications contain listings of internships in the literary, performing, and visual arts. For an abbreviated list of internships in the arts, see Appendix E.

The Back Door Guide to Short-Term Job Adventures: Internships, Extraordinary Experiences, Seasonal Jobs, Volunteering, Work Abroad

By Michael Landes
Ten Speed Press
1997



Highly regarded as one of the premier guides on unique and interesting learning experiences, this book mentions a number of internships related to the arts.

Career Opportunities in Art

By Susan H. Haubenstein and David Joselit
Checkmark Books
1995

This book profiles 83 jobs for people with art experience, education, or ambition, giving details on

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salaries, skill requirements, advancement prospects, and duties. It offers extensive appendixes, including a listing of arts internships.

Career Opportunities in Theater and the Performing Arts

2nd edition

By Shelly Field

Checkmark Books

1999

This book covers over 70 careers in theater and the performing arts. Appendixes include a listing of possible internships.

National Directory of Arts Internships

Millennium edition

By Warren Christenson and Ron Clawges (editors)

National Network for Artist Placement

1998

This book is a comprehensive guide to internships in the arts.

Internships for People with Disabilities

The organizations listed in this section help people with disabilities explore internship opportunities.

Marriott Foundation for People with Disabilities: Bridges from School to Work

Marriott Drive

Washington, DC 20058

Telephone: (301) 380-7771

TDD/TTY: (301) 380-6680

Fax: 301-380-8973

E-mail: marriott.foundation@marriott.com

Web site: www.marriottfoundation.org

This national program provides job training and work experience for high school students with disabilities. Bridges also helps schools build links with the business community and expand school-to-work vocational training efforts.

Mobility International USA (MIUSA)

P.O. Box 10767

Eugene, OR 97440

Telephone and TDD: (541) 343-1284

Fax: (541) 343-6812

E-mail: info@miusa.orgWeb site: www.miusa.org

This organization is dedicated to promoting opportunities for people with disabilities in international exchange, leadership development, disability rights training, and community service. MIUSA offers programs for youth, adults, and professionals from more than 50 countries.

**National Organization on Disability (NOD),
Start on Success (SOS) Student Internship Program**

910 16th Street NW

Washington, DC 20006

Telephone: (202) 293-5960

Fax: (202) 293-7999

E-mail: ability@nod.orgWeb site: www.nod.org

NOD started the Start on Success (SOS) Student Internship Program in 1994 to offer part-time, paid internships to high school students with disabilities. The program encourages students to discover that

they have capabilities needed in the workplace and that they can be self-supporting. Internships vary in length from 10 to 15 hours per week and 10 to 30 weeks per academic year. Interns are paired with job coaches, with whom they meet regularly. The interns are usually eleventh or twelfth graders and are selected on the basis of interest, needs, and aptitude. Selection is made by local school personnel in collaboration with the SOS community coordinator.

SOS is very limited in scope and operates in Alabama, Maryland, Ohio, and Pennsylvania through the financial support of foundations and companies.

Workforce Recruitment Program (WRP)

President's Committee on Employment of People with Disabilities

1331 F Street NW, Suite 300

Washington, DC 20004

Telephone: (202) 376-6200

Fax: (202) 376-6219

TDD: (202) 376-6205

E-mail: Paul Meyer at meyer-paul@pcepd.gov orBetsy Friedman at friedman-betsy@pcepd.govWeb site: www.pcepd.gov/pcepd/

Coordinated by the President's Committee on the Employment of People with Disabilities and the

U.S. Department of Defense, the WRP aims to provide summer work experience and in some cases full-time employment for college students with disabilities. The program develops partnerships with other federal agencies, each of whom makes a commitment to provide summer jobs and a staff recruiter.

Each year, these recruiters interview about 1,000 students with disabilities at college and university campuses across the nation, and develop a database listing the qualifications of each student. Since 1996, private sector employers have been able to use the database. Employers in the private and public sectors who want more information about the program should e-mail Paul Meyer. College career counselors or disability student services providers who would like to schedule a recruitment visit at their campuses should e-mail Betsy Friedman. Students interested in the program must work through their colleges. Because of limited staff resources, the President's Committee cannot respond to direct student inquiries.

Who is eligible to participate in the WRP?
WRP applicants must meet the following criteria:

- have a substantial disability.
- be a United States citizen.

WRP applicants must also meet one of the following three criteria:

1. They must be enrolled in an accredited two-year or four-year college or university, or a graduate or professional school, as a degree-seeking student taking at least a half-time course load.
2. They must be enrolled in such an institution as a degree-seeking student taking less than a half-time course load in the enrollment period immediately prior to graduation.
3. They must have graduated from such an institution within the past six months.

The WRP can help students with disabilities in all fields of study to:

- market their abilities to a wide variety of potential employers across the United States
- sharpen interviewing skills during a required one-on-one meeting with a WRP recruiter
- can gain valuable skills, experience, and contacts on the job
- prove that people with disabilities can be excellent employees

General Internship Opportunities for Students

The following organizations offer information about general internship opportunities for students.

Corporation for National Service: Learn to Serve America and AmeriCorps

1201 New York Avenue NW

Washington, DC 20525

Telephone: (202) 606-5000

TDD: (202) 565-2799

E-mail: acorps@infosystec.com

Web site: www.cns.gov

Learn to Serve America supports service-learning programs in schools, colleges, and community organizations that engage nearly one million youth in education, public safety, the environment, and other human needs. AmeriCorps members learn technical skills and gain work experience in community-building efforts such as tutoring kids, building homes, clearing trails and streams, or mobilizing resources to create local health clinics. Assignments may be full-time or part-time. Benefits include a modest living allowance, health insurance, and assistance in paying off student loans. Full-time AmeriCorps members who complete their service are eligible for an educa-

tion award of \$4,725 (part-time members are eligible for a portion of that amount).

Council on International Educational Exchange (CIEE)

205 East 42nd Street

New York, NY 10017-5706

Telephone: (212) 822-2600 or 1-888-COUNCIL

Fax: (212) 822-2699

Web site: www.ciee.org

The CIEE is a nonprofit, nongovernmental organization dedicated to helping people gain understanding, acquire knowledge, and develop skills for living in a globally interdependent, culturally diverse world. The council develops and administers educational exchange programs throughout the world for high school and college students as well as for professionals. The organization also administers an international voluntary service program and a work-abroad program for college students.

ImpactOnline, Inc.

325-B Forest Avenue
Palo Alto, CA 94301

Telephone: (650) 327-1389

Fax: (650) 327-1395

E-mail: respond@impactonline.org

Web site: www.impactonline.org

This organization brings together volunteers and nonprofit organizations through VolunteerMatch on the Web. Its Web site lists volunteer opportunities on a variety of projects, such as building a house with Habitat for Humanity, organizing an arts-and-crafts fair for inner-city children, or participating in an AIDS walkathon. Impact Online also offers VirtualVolunteering, a research project on volunteer activities that can be completed over the Internet, and information and resources related to volunteerism.

Institute of International Education (IIE)

809 United Nations Plaza
New York, NY 10017-3580

Telephone: (212) 883-8200

Fax: (212) 984-5452

E-mail: ebattle@iie.org

Web site: www.iie.org

The IIE provides information on most topics related to international study and volunteer opportunities. IIE assists 10,000 student, faculty, and citizen exchanges annually and provides information to another 200,000 or more people. This highly respected organization produces numerous exchange-related publications and also administers the Fulbright Scholarship and other grant programs.

National Internships

PMB 336

2020 Pennsylvania Avenue NW
Washington, DC 20006

Fax: (703) 528-4771

E-mail: nintern@aol.com

Web site: www.internships.com

This organization publishes regional guides to internships. Entries are selected based on professional development opportunity and potential for future



employment. Each regional guide costs \$7.95. For more information, visit the National Internships Web site.

Partners of the Americas (POA)
1424 K Street NW, Suite 700
Washington, DC 20005
Telephone: (202) 628-3300
Fax: (202) 628-3306
E-mail: tlx@partners.poa.com
Web site: www.partners.net

POA is a private organization that works to improve the quality of life in the Americas and the Caribbean. Sixty partnerships link 45 U.S. states with 31 countries in Latin America and the Caribbean. The partnerships are run by local communities of volunteers, who provide technical assistance and cultural exchange activities in agriculture, community education, rehabilitation, preventive health programs, the arts, disaster relief, and women in development.

***United States Department of Labor (DOL)
Apprenticeship Program***
U.S. Dept. of Labor, Bureau of Apprenticeship
and Training
200 Constitution Avenue NW
Washington, DC 20210
Telephone: (202) 219-5921
Fax: (202) 219-5011
E-mail: dpalmer@doleta.gov
Web site: www.coleta.gov/individ/apprent.htm

This program is operated through the Bureau of Apprenticeship and Training in each state. To find out more, visit the DOL program's Web site.

United States Information Agency (USIA)
USIA Bureau of Educational and Cultural Affairs
301 4th Street SW, Room 234
Washington, DC 20547



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Telephone: (202) 619-4360

Fax: (202) 401-5914

E-mail: inquiry@usia.gov

Web site: www.usia.gov

The USIA is an independent foreign affairs agency of the U.S. government that is responsible for conducting U.S. public diplomacy efforts. The USIA's Bureau of Educational and Cultural Affairs fosters mutual understanding through educational and cultural exchanges and other programs involving people from the United States and 140 other countries around the world. The National Clearinghouse on Disability and Exchange is funded by the USIA.

The following book is an excellent guide to internships across the country:

America's Top Internships

2000 edition

By Mark Oldman and Samer Hamadeh

Princeton Review

1999

D. Competitions and Contests

Competitions and contests are an excellent way to gain experience and critical feedback in music, theater, writing, and art. There are many contests across the country. Below is a partial list of the arts in which contests and competitions occur:

- acting and theater
- photography
- clay and glass crafts
- dance
- design and commercial art
- fabric and fiber crafts
- fiction writing
- film making
- fine arts and sculpture
- jewelry and metal crafts
- music and vocal performance
- nonfiction and journalism
- public relations and corporate writing
- speech and drama
- video and audio
- video and broadcasting
- wood and leather craft



Participating in competitions is essential to succeeding in the arts. Visual artists must respond to calls for art, in which professionals judge their work against the work of others. Competitions may also lead to artwork being hung in a museum or gallery. Performing artists are constantly auditioning for directors or other potential clients in order to gain employment. Those in the literary arts must submit their work for review and compete against other writers to get work published. The ability to compete is essential.

Contests and competitions offer young artists the opportunity to perform under pressure, gain professional experience and recognition, and build a professional résumé and portfolio. Competitions provide the chance to win a variety of prizes and opportunities, including the following:

- scholarships for college
- cash prizes
- opportunities to meet or perform with celebrities
- opportunities to perform for large crowds at professional venues
- publication
- apprenticeship or internship opportunities
- display of artwork in museums or galleries
- entry into exclusive residency programs

The best way to locate contests and competitions is through reading professional publications, journals, and trade magazines in your area of interest, and by researching contest opportunities on the Internet. There are other ways to do this research as well, including the following:

- subscribing to a relevant listserv
- contacting trade and professional associations to request information about competitions
- speaking with professionals in the industry

Useful books containing information about contests and competitions are listed below.

Competitions, 1999
12th edition
Concert Artists Guild
1998

This comprehensive guide lists national and international competitions for concert musicians.

The Complete Guide to Literary Contests 2000

By the Literary Foundation (editor)

Prometheus Books

1999

Compiled by the national contest experts at the Literary Foundation, this reference guide offers valuable information on nonfiction, fiction, poetry, and play contests in the United States for published and unpublished authors.

Market Guide for Young Writers:

Where and How to Sell What You Write

5th edition

By Kathy Henderson

Betterway Publications

1996

This book gives instructions on writing and preparing manuscripts for submission. There are instructions on using computers and online bulletin board services, which, for a novice, will relieve some initial anxiety. The book also lists 156 magazines and contests with helpful information about procedures.

The Playwright's Companion 1999: A Practical Guide to Script Opportunities in the U.S.A. (Serial)

By Mollie Ann Meserve

Feedback Theatre Books

1999

This book is a warehouse of information for aspiring playwrights. It includes information on contests, publishers, agents, college and university playwriting programs, and other topics.

The Ultimate Guide to Student Contests

By Scott Pendleton

Walker & Co.

1997

This book lists 300 of the best competitions for students, including contests in writing, acting, musical composition, and other arts.



VSA arts

1300 Connecticut Avenue NW, Suite 700

Washington, DC 20036

Telephone: 1-800-933-8721

TTY: (202) 737-0645

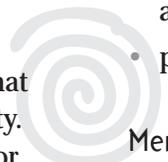
Fax: (202) 737-0725

E-mail: info@vsarts.org

Web site: www.vsarts.org



VSA arts offers two awards. The annual VSA arts Young Soloists Award recognizes outstanding young musicians with disabilities who are ages 25 and under and have exhibited exceptional talent as vocalists or instrumentalists. Each year, a committee of music professionals selects four award recipients to receive scholarship funds and perform at The John F. Kennedy Center for the Performing Arts. The Playwright Discovery Award challenges promising writers with disabilities to create a one-act script that documents the experience of living with a disability. Playwrights may write from their own experience or about that of another person or a fictional character. For more information, contact VSA arts.



E . Finding a Professional Mentor

What Is a Professional Mentor?

A professional mentor is a respected and successful person in your field who is willing to meet with you regularly to share his or her knowledge, experience, and wisdom. A mentor should provide the following:

- encourage the mentee to seek answers and to become an effective problem solver
 - offer suggestions, not solutions, allowing the mentee to select suitable solutions without pressure or coercion
 - act as an educator and coach, providing support and empowering the mentee
 - provide contacts and guidance
- 

Mentor Profile

A good mentor has the ability to support and empower others. He or she should be a respected professional with the knowledge and contacts to



help someone just breaking into the field. In addition, a mentor should possess the following:

- high standards, a strong sense of ethical behavior, and a commitment to excellence
- proven effectiveness and success
- respect for the abilities of others
- outstanding self-management and conflict management skills
- commitment to spend time in shared learning
- willingness to be an advocate and supporter
- trustworthiness—both the ability to trust and the ability to be trusted
- empathy and caring for others
- outstanding communication skills
- openness to new ideas
- self-confidence and the ability to empower others
- a positive attitude
- flexibility

What to Expect from a Mentor

Relationships between mentors and mentees can take many shapes and forms. They can last for several weeks or for a lifetime. They can involve frequent, long, intimate conversations or short talks every six months. They can be consistent and formalized or sporadic and informal. One mentee can have several mentors, each providing advice in a different area.

Mentees must make the following two determinations:

- Identify what he or she wants from the relationship
- Identify concretely how and what the mentor can provide to further the mentee's professional career

Mentees need to have realistic expectations about the mentor/mentee relationship. Together the mentor and mentee should set clear, mutually determined goals and actively strive for success. A professional mentor should be expected to do the following:

- offer professional coaching, advice, and guidance
- connect the mentee with relevant contacts
- give the mentee a recommendation
- assist the mentee with work-related challenges
- direct the mentee toward resources and educational opportunities to further the mentee's career
- allow the mentee to shadow the mentor for a day



On the other hand, a professional mentor should not be expected to do the following:

- offer the mentee a job (although this may happen, it is inappropriate to expect it)
- provide the mentee with financial assistance
- help the mentee deal with personal problems
- be available whenever the mentee needs or wants to talk. A worthy mentor should be a busy, working professional.
- be the mentee's best friend

Approaching a Possible Mentor

It can be difficult to approach a respected professional and ask that person to be your mentor. Here are some tips:

- Learn everything you can about the mentor candidate.
- Attempt to get someone who knows the mentor candidate to introduce you.
- Find out if mentoring is something that the mentor candidate does or has done in the past.
- If possible, get to know the mentor candidate a little before discussing your interest in being a mentee.

- Be direct and clear when you speak with the mentor candidate. Say something like, "Hi, I'm _____, and I am honored to finally meet you. I have been looking for a mentor. Would you consider taking me on as a mentee?"
- After meeting this person you can write a sincere letter stating your interest in having the person be your mentor.
- Remember that most people are flattered to be seen as a worthy mentor.
- Be prepared to clearly state your professional goals and accomplishments.
- Be prepared for rejection. Not everyone is interested in mentoring. Do not take a rejection personally.
- Be yourself.

Making Mentoring Relationships Work

Like any important relationship, your relationship with your mentor takes work. Remember that your mentor is a busy professional, who is doing you a favor by taking the time to give you professional guidance and support. Always keep an "attitude of gratitude" in your mind. The following guidelines

will help you make your mentor/mentee relationship as successful as possible:

- Discuss your expectations about the mentor/mentee relationship with your mentor. Learn what your mentor thinks about the relationship.
- Be flexible. Your mentor, as a busy professional, may need to reschedule or shorten meetings sometimes.
- Always be on time for your meetings.
- Dress appropriately for your meetings. Different work environments have different codes of dress.
- Never request or accept money from your mentor.
- Never discuss personal problems unless the discussion is initiated by the mentor.
- Always arrive at meetings with appropriate topics to discuss or questions to ask.
- Let the mentor take the lead. A good mentor will give you direction and suggestions about what you should be working on in your meetings and in your professional life.

One Way to Find a Mentor

Literary, performing, and visual artists who teach classes regularly take on less experienced people as assistants and enter into mentor/mentee relationships. These assistants help promote the classes and then assist the teacher during the classes. In exchange for this work, the mentor will generally allow the mentee to take these classes for free or at a generously discounted price, as well as providing professional advice and guidance. Try finding a professional and teacher whose style you like. Ask that person clearly but directly about serving as an assistant. Always be very clear about each of your expectations regarding the arrangement. Some of these arrangements can get very uncomfortable when each party has made different assumptions and no firm agreements were established in advance.

Another good place to look for a mentor artist is at your local art center, professional theater, or writers' center. These organizations often have artist-in-residence programs where more skilled artists will offer guidance and instruction to emerging artists.