

Various Services Available at Career Center

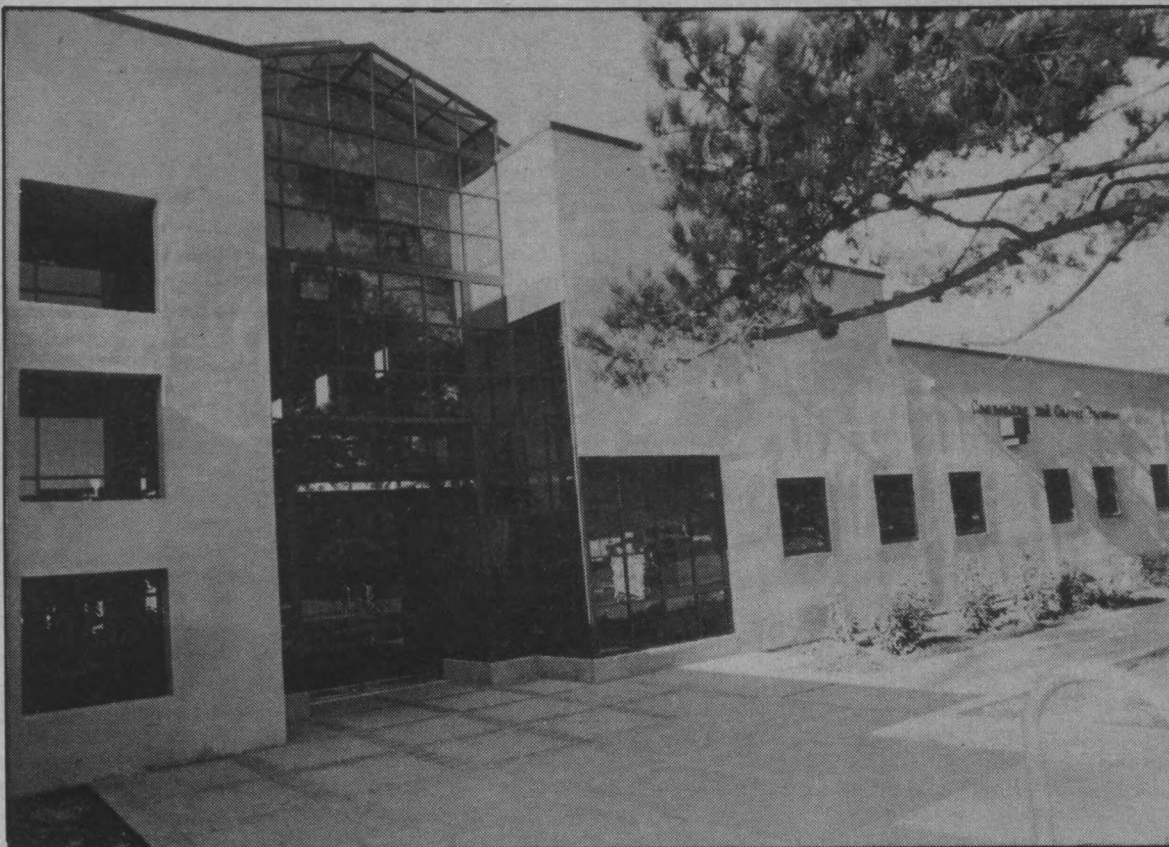
"So. What's your major?"
"English? Uh, that's cool. So, uh, what are you gonna do?"

Do? My latest response to this well-known question is, (with blank serious face and eyes straight forward) "Nothing." This always throws them for a spin. They think because you're in college, nearly ready (can anybody possibly be ready?) to graduate, that you know what you are going to with the rest of your life. Pfffttt... Fortunately for us students who don't have our futures mapped out — or worse know where we want to be, but not how to get there — there's the UCSB Counseling and Career Services. Yes, Virginia, there is hope. Inside that nice new pink stucco building across from Storke Tower, you just might find the path to your destiny.

Counseling and Career Services is more than just a glorified building with job boards. The services are divided up into roughly four areas: Career Resources, Campus Interviews, Educational Employment, and Applied Learning (internships, part-time and seasonal employment). Each of these categories serves the future working student in different ways. The idea is that there are many difficult steps in finding the right career — from choosing your major, to career value assessment and goal identification, to meeting with prospective companies. In this way CCS is concerned with the full range needs of not only senior and graduate students, but all levels of students from entering freshman, to juniors deciding their majors, to the big leap into duh, duh, duh—the real world.

Dennis Nord is the Coordinator of Career Planning. He wears Hawaiian shirts and is easy-mannered and approachable. Most of all he is philosophical about the kinds of questions students are faced with. Unfortunately, he says, most students are asking the wrong questions. Many students ask what the best major is to have, rather as Nord says, focusing on what really interests them.

The assumption of good majors is one that faces many liberal studies students. Take, for instance, the engineering



CATHERINE O'MARA/Nexus

or computer science majors. These majors seem to be designed around already focused career directions. This does not mean to say that an engineering student is handed a job that they really want neatly tucked into the folder of their diploma. In fact, it is this sort of idea that supports misleading evidence about the assumption of good majors. In theory, Nord says, there are opposing factors between the title of a job and one's given interest in his/her chosen field. The danger is in focusing on specific job titles, in the same way students focus on good majors, and not focusing on personal directions. Students should not be asking themselves what are good majors, or good jobs, but what is going to serve my best interests and increase my talents in that given field.

At Counseling and Career Services students can help themselves to discovering these difficult questions and answers. The service is free to all enrolled students. An appointment is not necessary, but you will be asked to

register so that you and the center can chart your progress to your final job search. There is a Career Advisor on duty in the Career Resources daily from 9 a.m. to noon, and 1 p.m. to 4 p.m. for ten minute drop-in consultations or by appointment for longer visits. Also available are trained peer advisors to answer questions about how to use the resource center.

The best starting point would be to read the Counseling and Career Services Placement Guide which outlines the abundance of resources that they offer. The guide defines the importance of seeing two areas in the career search: "the *intrinsic*— self assessment and self exploration, and the *extrinsic*— the world of work and what's out there." Their "checklist" is a way to find out how much you know about these two areas, and how far along you are in your job search. It will help you to define your strengths and weaknesses.

Career Resources is usually the first stop for students beginning to use CCS. Goal definition and value assessment are topics many students overlook before they begin career searches, but are important to the ultimate job. The

resources available at CCS can help the undecided student to focus more sharply. The System of Interactive Guidance and Information is a computerized tool designed to research broader topics about occupations, and about yourself. The Voyage Tapes are also an innovative video resource of the center which allow students to participate, at their leisure, in the exercises of the many workshops that the center offers. The schedule of Career Workshops outlines many weekly workshops in diversified areas such as Resume Writing, Mock Interviews, or Creative Job Search Strategies.

The larger part of Career Resources, however, is taken up with an abundance of current employment and employer information. They offer a very impressive amount of diversified and very updated information. The Employment Development Binders offer information on specific employers, not necessarily with job openings, but

(See CAREER, p.11A)

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MARY HOPPIN/NEXUS

Starting Salaries of 1984

The dreaded career search. Dreaded because it's the first time that our lives are not planned out for us, and because the next step is all of our own choosing. Elsewhere in this supplement the issue of how to research and find the starting job you want is addressed, but as background, it might be helpful to see where the class of 1984 started out on its career paths.

In a survey conducted biannually (the 1986 survey is currently underway) by the UCSB Chancellor's Office and the career centers of the Santa Barbara, Irvine, San

Diego and Riverside campuses, graduates were asked six months after leaving the university about what, if any, type of jobs they were holding or graduate education they were pursuing. In addition to providing basic starting salary information, the study also addressed the "gender gap" in remuneration and subjective issues regarding the university degree. 1,058 UCSB graduates responded, nearly half of the 2,202 total of all four campuses.

First off, where did the graduates go? The first number given from here is the UCSB

figure; the number in parentheses () is the overall average for the four campuses surveyed. One quarter (30 percent) went on to pursue further degrees, and of these, the greater part, 42 percent (36) were enrolled in master's programs, followed in popularity by professional programs with 24 percent (31). A concern of many considering graduate study is whether their overall undergraduate GPA will be high enough to allow them acceptance. The average of those seeking Ph.D.s was highest at 3.44, professional programs was next with 3.34, and master's candidates had an average of 3.24.

But the majority of all respondents went to work. Replies included the organization with which one was employed, title and salary level. All salary information should be regarded as starting base since these are the positions graduates had assumed within six months from graduation. The average salary for a 1984 UCSB grad was \$18,875; the highest average among the four was Irvine, at \$22,350; the lowest was Riverside at \$18,335.

The largest single category where respondents found employment was technical fields. Twenty-five percent went into this area, with an average salary of \$26,695. Next in importance was financial services with 18 percent, at a starting salary of \$18,280. In other major categories, social services was \$14,235, and non-professional \$12,760.

The gender gap between the starting salaries of men and women was also ap-

parent from the information presented. Based on the four campus average, the most dramatic example occurred in the sales field. The average for men was \$20,620 and for women it was \$16,350, a difference of 21 percent. In addition, "comparison of full-time respondents showed that three times as many men as women reported earnings under \$10,000. While more than half of male respondents reported salary earnings of \$22,000 or above, only 21 percent of the female salaries reached that level," the survey stated.

Many students pose the question "What can I do with my major?" when they visit the career center. According to the survey responses of those holding full-time jobs, more than half of all graduates (UCSB 56 percent) noted that their job requires a degree and is related to their major. Of the other 44 percent, 13 (same) percent responded that the job was unrelated to the major, 19 (18) percent felt that although the job did not require a degree, a degree was helpful, and another 12 (11) percent said the degree made no difference.

The UCSB survey shows that of the working graduates, over 91 percent had obtained full-time employment. The method of finding those positions that topped the list was self-initiated contact at 22 percent. Following in importance were media advertisements (18 percent), personal acquaintances (16 percent), UCSB Placement Center (now a part of Counseling and Career Services, 15 percent), and family (11 percent).

—Mary Hoppin

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MARY HOPPIN

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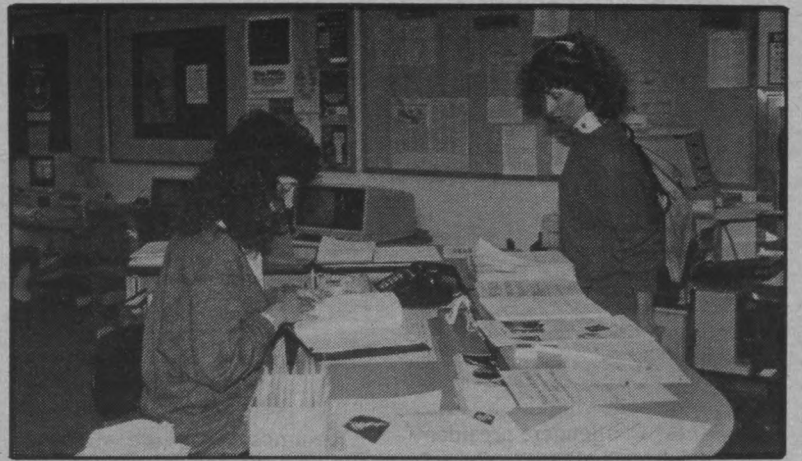
Overseas Job Ideas

An international job sounds like a dream for some students. Picture an adventurous lifestyle, jet setting around the world, or even settling down in some Swiss chalet. In reality, unfortunately, living and working abroad is quite different than even the most realistic student can imagine. If you are serious, however, about working outside the United States there are some steps you can take to prepare and obtain an international job.

First, it is important for students to take a look at their motivations for going abroad. Usually these motivations can be broken up into two categories: temporary or long-term. If you want a chance to travel or perhaps want to work in a foreign country for the cultural experience or to gain fluency in that language, you are probably looking at more short-term motivation.

For short-term international jobs there are a number of options available for graduate and undergraduate students. The Counsel on International Educational Exchange sponsors full-time students for temporary and seasonal work. In some similiar programs, the student pays a small fee to be included in the program and then is placed into the country of their choice. Generally the job is already established before you leave the States. The CIEE program is usually semi-skilled labor work, picking grapes in France, or working in a pub in Germany. Jobs in Britain offers a similiar program, but is also semi-skilled work.

International internships are advertised all over campus as another type of short-term job. It is important here to clarify the broad definitions of internships. Some of the glossy, advertised internships



MARY HOPPIN/Nexus

aren't really internships at all. Instead they are programs for which you pay to be accepted. Real internships might be honorariums, where you are not paid, or are paid only a small sum. They might also be in a variety of job settings. It is always important to research all types of programs as to what kind of work you will actually be doing: the location and work conditions (such as how many hours a day), as well as your contractual obligations to the program. The advantages to international programs is that even if the job is not already established, your working visa will be. Contrary to what some might think, obtaining a working visa on your own is now as difficult in other countries as it is in the United States.

Some international internships are offered as apprenticeships. These are usually longer-term jobs in a professional field that the student would like to try out. They could be three-month to two-year experiences, on a pre-professional level. There is also the possibility of being taken on by the company at the end of your intership, but the cases and situations vary greatly. Similar are educational interships where a student could receive credit in a foreign university.

Internships and work programs are only one way to get across the big blue sea. What if you are graduating and want to find a professional entry-level job in

another country? First of all, you must look at your current language and cultural skills. For most long-term international jobs you will need experience in the language of the country you wish to work in, but also companies look at your ability to be cross-culturally sensitive. Have you travelled, studied or lived in their country before? What are your past cultural experiences?

After assessing your personal qualifications, you must look into the current job market availabilities or prospective gaps in the market not being met. For instance, France is currently suffering from a shortage of computer programming operators. China, Japan, Korea, and Taiwan are hiring an abundance of English teachers. U.S. companies abroad or with international counterparts are hiring more native employees rather than bringing in American workers. It is also important to research and match your skills with the qualifications required for the international jobs available. Some English teaching postions, such as in ESL programs, do not require any teaching credentials. On the other hand, teachers in Department of Defense Schools abroad are required to have full credentials with possibly three years of experience.

—Laurie McCollough

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Don't Lose Hope**11 Tips for Finding Success**

(Reprinted from Business Week Careers.)

Finding it hard to deal with the effort and rejection of the job search? Lost your will to smile? Don't despair. There is a light at the end of the tunnel.

If you want a new job as soon as possible, try following these 11 tips from James Challenger, president and founder of Challenger, Gray & Christmas, the Chicago outplacement firm. Challenger has counseled more than 20,000 displaced executives in the techniques of job hunting.

1. Consider you search a full-time job. It's important to put in eight to ten hours a day, five days a week. "Don't wait," Challenger says. "Go out and fight for a job. Attack the market."

2. See at least 10 potential employers a week. Get interviews with the people you want to work for. Don't see personnel people unless you have to. The more interviews you go on, the better your chance of getting hired. See people even if they say they have no

openings.

3. See your friends and ask them to help. Don't phone; if you confront the person, they are more likely to do something. "Some people would say that this is cashing in. It is, and you have to do it."

4. Prepare a resume, but keep it only for people who insist on seeing it. Resumes lose more jobs than they gain. If your resume doesn't have on it exactly what the employer wants to see, he or she assumes that you're not the person for the job. Instead, talk with the employer and try to sense what he or she would like to hear. With that in mind, talk about yourself.

5. Keep in mind that the employer is always right. Don't say that a qualification for the job is not important, or that it is less important than another. As a job-seeker, you are a seller in a buyer's market. The employer is buying what he or she wants for the company. Don't insist that he or she should want something different.

6. Know where the interview is

and allow yourself extra time to get there. Even if a tardy bus is the cause of your lateness, the message that gets through is that you do not care enough. Someone else will be hired.

7. Dress up. Look good, but conservative. It tells the employer that you think enough of the company to make the effort.

8. Don't knock yourself. Humility is fine most of the time, but not in a job interview. If you don't tell the employer how good you are, who will?

9. Don't knock your former employer, either.

10. Avoid asking about vacations, holidays and benefits. The employer will conclude that you are not interested in the work, only in yourself.

11. Smile. Happy people get jobs. People would rather work with people who have pleasant dispositions. And as Challenger says, "If you have been looking for a job for three months with no success, it may be hard to smile, but make yourself do it. It works."

Future Focus Q & A**Question:**

Help! I'm a senior graduating in June. I need to start looking for a job. I know what I want to do, but I don't know how to go about making contacts, researching companies, and getting interviews.

Answer:

Future Focus is a program designed to aid students in the off-campus job search process. You can register for the program at any time throughout the year, progress at your own pace, and follow up your activities by talking to a career peer of advisor who will be happy to address your concerns and assess your progress.

First however, you must have a focus. This program is not for students who are still seeking out career options. Once you have narrowed yourself down to a specific job or career field, you are then ready to begin the job search process.

The process begins with the more traditional job search methods such as clarifying your job objective, identifying potential employers, attending career workshops, and writing a resume. Each of these methods are outlined and explained in the information packet you receive when registering. As

you start to spend more time on the program you will begin intermediate activities which involve learning about potential employers through library research, going on informational interviews, telephoning potential employers, and developing contacts. This may take a little more time and energy, but the payoff is greater. Most people spend less than five hours per week job searching. If you spend more time, you increase the probability of finding a satisfying, rewarding job.

There are three levels of activities involved in the job search process — easy, intermediate, and advanced. You can start at any level, depending on where you are in your own job search process. The program is done by you at your own pace.

You can get started by coming into the Career Resources Room in Counseling and Career Services and filling out a Future Focus registration form. In doing so you are putting yourself on a contact list and you will be contacted when there are job search workshops going on in your field of interest. After registering for the program you'll receive a packet of information which outlines the steps you will need to take to get your future focused.

—Lesley Bright

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Your Written Presentation: A Resume Should Be As Good As Yours

"I've never really done anything, and I didn't have a really good major in college, and I'm not very motivated, and I don't really know what I could do in a company."

This may be the conversation you had last night with your roommate, while you were feeling the pressure that tightens up your chest every time you consider what am I gonna do with my life? It's an okay conversation to have with a roommate, a parent or maybe even a shrink, but it's definitely the wrong attitude when it comes to searching for a job.

Say you've got a five-page paper due. You haven't really done the research, gotten through barely half the reading for the class, and you don't really think you've got a solid thesis. You want the professor to know that? No way. Maybe you've only had to do it a couple times, but when the deadline started to loom larger and larger, and you plan to pass the class, you do enough work to snow your way through the paper. How effectively you argue your point will determine your grade. It's basically a matter of selling your argument convincingly.

The fear that grips the first-time career entrant is comparable to the student who doesn't think he has a valuable thought in his head when it comes time to write the paper. And this time, it's not some abstract theory that's being presented; it's your life. It shouldn't be a snow job when you present yourself to an employer in resume form, but it should accentuate the positive and present the convincing argument about you that will induce a potential employer to give thought to your case.

UCSB Counseling and Career Services offers classes and informational brochures on how to write effective resumes. The information below presents some of that material, and hopefully it will get your thinking going in the right direction.

Packaging Your Resume

The "best" resume and finest credentials do not guarantee a job. Human factors may always intervene. What follows are thoughts, deliberations, and actions synthesized from one woman's account of dealing with 620 applicants for one job.

Overwhelmed by the sheer number of respondents, and after reading nearly 30 responses, this employer devised a method of preliminary selection: envelope discrimination. Out went envelopes that were handwritten, that had incomplete addresses or unnecessary abbreviations, and those that bulged. Ivory, grey and blue envelopes, plus good quality bond invited inspection, however.

oo

Having made the first discard, the recruiter moved on to examine the cover letter and thus moved to an additional screening process. Resumes without cover letters were discarded.

Forms of salutation became the next criteria for remaining in the pool. "To whom it may concern," "Dear Box 2104," and "Dear Sir" did not gain any points. Those that said "Good Morning" and "Hello" scored high because they were refreshing greetings to this reader.

Moving on to the contents of the cover letter. Those that showed enthusiasm and emphasized qualifications for the position sought were put in the positive

—Envelopes, letters and resumes were free.

—Positive personality traits came first ... important to the recruiter.

Obviously not every employer is a recruiter did in scaling down the pool clear as universally important: In preparing the application material, be advertising. Use good quality materials

Jane Q. Student
2000 Del Playa #2
Goleta, California 93117
(805) 685-0000

Objective
Position in news organization with potential for growth towards national political reporting.

Work Experience

Editor-in-Chief, UC Santa Barbara *Daily Nexus*, June 1985 to present. Direct operations, news coverage, editorial content, and layout, and supervise staff of approximately 200 of the daily campus paper with a circulation of almost 20,000. Covered 1984 Democratic National Convention, national congressional and state assembly races, local politics and campus affairs.

Contributor, UPI, AP, *Goleta Sun*, *Lompoc Record*, UC Berkeley *Daily Californian*, and UCLA *Daily Bruin*. Have contributed stories to each organization on local and campus activities including visits by John Anderson and William Mondale.

Reporter, Editor, KCSB Radio, June 1985 to September 1985. Gathered, wrote, coordinated and anchored 15-minute midday news report one day each week for the community service broadcasting station at UCSB.

Managing Editor, UC Santa Barbara *Daily Nexus*, June 1984 to June 1985. Daily layout of a 12- to 24-page paper, supervision of press releases, public service announcements, paste-up, and use of Micro-Tek VDT, system 1100. Have also served as Campus Editor, Staff Writer.

Related Activities

President, California Interscholastic Press Association, March 1984 to present. Coordinate activities of statewide organization with over 40 college media organizations as members. Planning and organization of yearly competitions and conference, publication of quarterly newsletter.

Member, *Investigative Reporters and Editors Association*, September 1983 to present. Attended educational seminars on cultivation of sources, planning for long range projects, investigation of city government, and writing investigative reports.

Education

Senior, Political Science, University of California, Santa Barbara. Expect Bachelor of Arts with distinction in June 1986.

References available upon request.

JOHN Q. STUDENT

Permanent Address:
1000 Main St.
Sunnybrook, CA 91406
(415) 000-0000

Current Address:
1000 Picasso #1
Goleta, CA 93117
(805) 000-0000

OBJECTIVE: Entry level position utilizing cartographic skills in a mapping agency.

EDUCATION: *University of California, Santa Barbara*
Bachelor of Arts, Geography — March 1985
Bachelor of Arts, Studio Arts — March 1985
GPA: 3.97
Birmingham High School, Van Nuys, California
Diploma received in 1980

RELATED COURSE: Calculus Image Processing Techniques in Remote Sensing
Graphic Design Photogrammetry and Air Photo Interpretation
Cartographic Drafting Image Classification of MSS Data
Production Cartography Soil Geography and Land Use

WORK EXPERIENCE: **Assistant Night Production Manager**
University of California, Santa Barbara Daily Nexus
Assist with the design, layout, pasteup and proofreading of regular newspaper and advertising supplements.
January 1984 - present

Sales Clerk/Assistant Lead
Universal Studios Tour, Inc.
Cash register duties, camera sales and repair and photographic advice. Management position included sales clerk duties in addition to responsibility for opening and closing banks, reordering stock, new employee training, and customer relations.
Summers of 1980 - 1984

SKILLS: Experience in image processing using Beginner Oriented Geographic Information System (BOGIS), Video Image Communication Analysis and Retrieval (VICAR) and the Image Base Information System (IBIS).
Extensive use of Goodkin, Robertson 320, and Agfa-Gevaert Repromaster 2200 copy cameras.
Familiar with the use of Mycro-Comp 4002 VDT System 1100 computerized typesetting equipment.

ACTIVITIES: Member, UC Santa Barbara Ski Club
Member, UC Santa Barbara Advertising Club
Devised advertising strategy to market the Radio Shack TRS-80 Home Computer for a national competition sponsored by the American Advertising Federation.
Extracurricular activities include skiing, scuba diving, and photography.

REFERENCES: Available upon request.

pool. Negative, self-searching honesty letters were a definite turnoff.

In examining the resumes, four-page treatises were put aside, as were all those that listed every non-related job an applicant had ever held. Frequent changes of jobs turned this recruiter off as did resumes that listed too many unimportant duties meticulously detailed.

The final pool of five candidates had much in common:

—Their application had arrived within a few days after the job announcement.

—Their cover letters expressed and capsulated the experience relating to the job.

The first attempt at putting together a potential employer is tough given here or check out the information Career Services to help you pick not you wish to present the resume. Once the resume critique.

Whenever you put together a resume hand so that when there are updates, it all over again.

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s came through: warmth, spontaneity and zest

oyer is going to follow the same steps this
the pool of applicants. But a few points stand
tant: Invest time, energy and creativity in
aterial, because they will serve as personal ad-
aterials and make sure that the submitted copy
is error-free and properly ad-
ressed. Allow brevity to carry the
impact of your arguments, not the
weight of the letter.

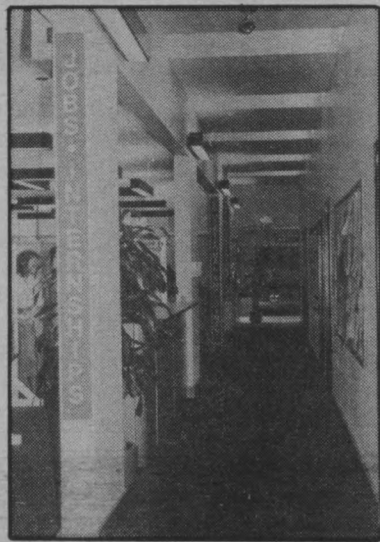
The situation outlined above
came as a response to an ad-
vertised position. Only one of the
620 applicants would be hired for
the job. This makes obvious the
point that by independently
seeking out employers in in-
formational interviews, using
contacts, and other forms of self-
initiated searching should improve
the odds of successfully landing the
job you want.

When it comes to preparing the
contents of the resume, those who
have never held jobs previous to
seeking a position are often at a
loss as to what they can put into the
"Experience" section of their
resume. Transferable skills can be
gained from any number of en-
deavors. Think back to classes
you've had and/or clubs in which
you've participated. The ex-
perience gained in conducting a
class project, or the knowledge
gained while researching a paper
can all be transferred as skills
relating to a job you desire.
Positions of responsibility within a
club, campus committee or greek
organization are all items that can
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Also, advisers at Counseling and
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g together those aspects of your life for presen-
er is tough going initially. Follow the examples
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pick not only the content, but the style in which
e. Once the draft is completed, sign up for a free

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—Mary Hoppin



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5. **Health Care.** Need analysis, research, or consulting position in the health care field. This may include a position with a hospital, health planning agency, or the government.

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10. **Financial Management.** A career in bank management. Can make a positive contribution in branch management, credit analysis, and commercial lending areas.

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dimensional projects to intensify learning can be used in studies of anthropology, American civilization, and/or literature with an anthropological perspective.

12. **Computer Design.** A position in the area of computer systems design and engineering, preferably in an organization involved in both hardware and software.

13. **Industrial Accounting.** Wish to begin a career within an accounting organization in internal auditing and financial accounting.

14. **Social Science Research.** Position as social science research analyst performing a broad range of tasks including instrument design, data processing, data analysis, and report writing.

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18. **Data Processing.** Wish to begin a career in data processing by beginning as a programmer or systems analyst where I could make use of my quantitative and mathematical training. Have a special interest in marketing and financial applications.

Reprinted from H. Edward Babbush and Wade W. Hawley, *Finders-Seekers: A Guide to Obtaining a New Job*, Fountain Valley, CA: Career Research Systems, Inc., 1982.

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digital computer, missile testing, launching systems, three-dimensional search radars, fire control, and test evaluation.

For additional information on engineering positions, write or phone Nancy Dunbar, Civilian Personnel Office, Code 0640, Naval Ship Weapon Systems Engineering Station, Port Hueneme, CA 93043-5007 or phone toll free (800) 423-9756.

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We are also recruiting for a variety of administrative/technical positions which are in the excepted civil service. After two years in the excepted civil service, appointees may be converted to appointments in the career civil service. U.S. citizenship is required. Entry salary is \$14,822 or \$18,358 per annum. The positions with a brief description of duties are:

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Data Management Specialist

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Administrative Officer

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Program Analyst

Analyzes objectives, policies, work operations, resources estimates, intra- and inter-program balances, and other aspects of operating programs.

Logistics Management Specialist

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Technical Writer Editor

Edits manuals and specifications or monitors the preparation of technical manuals or specifications.

Industrial Specialist

Produces smoothly operating, cost effective programs and projects that use repair and test capabilities in industrial activities used on Naval ships.

Equipment Specialist

Applies knowledge of characteristics and use of equipment to the solution of technical problems which occur during the production, usage and disposal of equipment.

General Supply Specialist

Duties consist of a variety of supply related duties — procurement, stock control, inventory duties.

A bachelors degree in any course of study is qualifying for some of the positions listed above. For some positions, specific subject matter courses are required.

For additional information on Administrative/Technical positions, contact Essie Wright at (805) 982-4973, or write for information to Civilian Personnel Office, Code 0640, Naval Ship Weapon Systems Engineering Station, Port Hueneme, CA 93043-5007, Attn: E. Wright

What Color is Your Dream?

One of the most daunting problems facing students getting ready to pursue their first full-time jobs is the feeling that they have no experience to back up their desire to work in a given field, and correspondingly, the feeling that they have no idea what they want to do. Steve Cohen and Paulo de Oliveira's *Getting to the Right Job*, was published this year with a mind to college students in just such a situation.

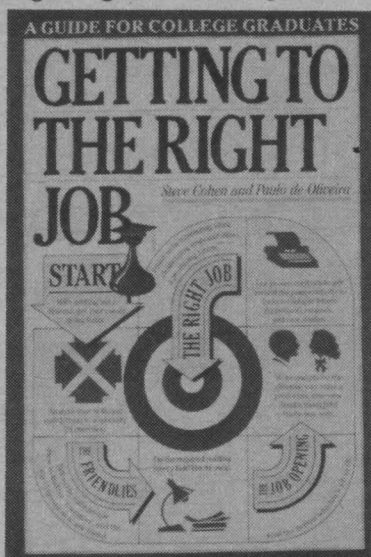
The introduction condenses the feelings and apprehensions of such students and is aptly titled "Welcome to the Real World." Those fears are addressed and the reader reassured that the situation is not unique as the authors outline the goals of the book and how they will help the student:

1. Figure out what you would really like to do;
2. Identify which jobs and careers really fulfill those objectives;
3. Help you get the right job.

The remainder of the book addresses the career search itself, and although *Getting to the Right Job* might be the most recent entrant to the market, it is hardly the first. Richard Nelson Bolles now classic *What Color Is Your Parachute?*, first published in 1970, though distributed by a then obscure and relatively small outfit known as Ten-Speed Press, was attractive and beneficial to enough readers to make it a gradual best-seller. The updated editions continue to appear, and the self-proclaimed job-hunter's manual outlines not only methods to find the job that's right for the individual, but also how to connect

with the employer who's going to supply that job.

A wide array of other books are also available for reading at the Counseling and Career Services library, and a quick look at the inner jacket of many of them would show that they were donated by Dennis Nord, who for the past 13 years has been counseling students in all phases of career search; from clueless to ready to act. Once students have come to a conclusion regarding their own goals and



desires for a job, he advises that they begin looking for it about six months before they hope to start work.

"Nobody likes to hear that," Nord explains. "Every time I say it I know I'm going to see this awestruck face and 'My God, man, how could we ever spend six months doing this?' I say six months before you're ready to have the job because you may not

have the time while you're a student to really put in all the effort. If you start out thinking that you're going to have a job in a month and then if you don't have one then you feel like you've struck out and you have to take the first lousy job that someone offers you and say 'Well, that's all I could get.' But I don't think there's a lot of truth in that. A lot of this has to do with how you imagine what's happening to you, and how you put together your own reality for what's going on right here."

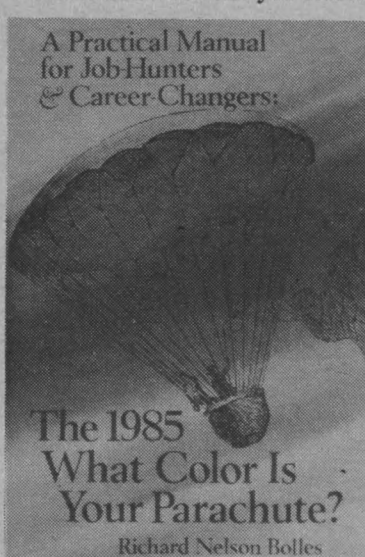
Many of the students he counsels "still want it to fall into their laps" and aren't willing or are too intimidated by the time a concentrated effort at finding a job will require.

"Those are some of the concerns I have," he says. "Trying to get people to expand the amount of time they're willing to look and the way they're willing to do it, and to imagine that they really deserve to get what they want."

Even for those who have never held career-oriented jobs, there are a number of ways to gain and improve skills that will be valuable to an employer. Volunteering through CAB, or participating on committees, Associated Students, yearbook and newspaper, or involvement in other clubs and organizations are all activities through which students can gain transferable experience, Nord explains.

"When you look at things you've done, anything you've done where you've applied experience, whether it's for a class or lab work, anything like that, you can use it," Nord maintains. "Almost

everybody has some kind of experience. Most of our students have worked part-time for summers or some period. Even if it wasn't focused on the thing they want to do as a career at least it says 'I'm responsible, somebody wanted me, somebody hired me and trusts me to do this or take care of these kind of things.' You should probably go through and pull out the transferable concepts, those that are useful in another situation from the one you started



with."

Even once students have defined their career goals and assembled collective experience, in order to get to the right job they still face the formidable task of doing a variety of background research on potential employers, and once they've established who they are, contacting various employers for information interviews, following up on job leads, and inevitably,

facing some form of rejection. It would all be much easier if all hiring organizations came to interview on campus, or if every available position was published in the want-ads. Because 80 percent of available jobs are not publically announced, unearthing the right one seems to take on some aspects of a treasure hunt. The annals of career search success stories are filled with tales of hard work, anxiety, and intermittent rejection, yet when the story's all told and the quest reaches a fruitful conclusion, it becomes obvious that all the effort will pay off. And if it doesn't?

"If it doesn't work then you're going to be a whole lot more experienced than most people when you do take your job," Nord says. "When you do this, you're demonstrating to an employer what kind of problem solver you are. You're saying 'This is how I look for a job. I'm very thorough, I ask them for jobs, I ask them what they're doing, what kind of problems they solve, what kind of things they work on.' I think when people do that and they demonstrate what they've done it's very effective."

Nord emphasizes that students should avoid making job decisions based on entry level salaries, especially if they are liberal arts majors. Although engineers and business majors start out at higher salaries, over time, not only do those inequities even out, but in the long run liberal arts majors end up at higher salary levels that either group.

—Mary Hoppin

Don't Sell Yourself Short

choice. It's a known fact that people who are bored aren't as effective doing something as they would be if they were interested in what they were doing. So, why wait until you graduate! Search while you're in school!

Although, it's not too late, it's never too late to find just what you

want to do. People having trouble finding direction for their lives always begin searching for their future today. Career assessment begins by understanding yourself. You have to know what you want. No one can, safely, tell you how well you'll do in a certain career. You must determine that for

yourself.

You need to look for patterns or themes that run through your life. Think about your values and your goals. Trust your feelings and get better acquainted with yourself.

—Frank H. Bahm



MARY HOPPIN/Nexus

It's surprising how many people don't know what they're going to do when they graduate from college. It seems that the only thing on the minds of students is simply getting out of school with a diploma.

Seniors have spent about four years of their life striving for a degree in something and many don't know what they really want to do when they get out and have to work. Why would someone spend so long struggling for a degree and not know what they'll do with that degree when they graduate? Four years is a long time to make a career decision and in that time most everyone should be able to decide what type of work they want to do—and still many don't.

Why don't more seniors know what type of work they want to do? It could be that they're scared to make the wrong decision and becoming stuck in a job that is dull and boring. Whatever the reasons are, the decision still needs to be made. All of us need to find a job or work because we have to be able to support ourselves. Of course, I don't mean just any job! I mean a job that you want to do. One that's right for you.

Making a career decision isn't as hard as one would think. A career decision requires the evaluation of ones needs and values: there are

economic needs, social and family values, personal growth, social service desires, and self-fulfillment needs. How much money do you want to make? How do your family needs fit into what type of job you might accept? What type of career will help you meet your needs for personal growth? Will you be able to help the people you want to? What kinds of jobs will allow you to accomplish your goals that you've set for yourself for the years to come?

These are some of the questions that help people find direction in life. You need consider these factors to find a career emphasis. It's not hard, you usually have four years to think of such things and a university is the perfect environment for making career decisions.

On the other side of the coin, there are those individuals who decide upon a career simply to make the decision. They say "I'm only doing this (their chosen job) so that I can find what I really want to do." Such people choose careers they feel comfortable with and they avoid challenges to their personal needs.

They avoid challenges! This is as bad as not deciding on a career, even worse. If you don't challenge yourself you will become bored and come to hate your career

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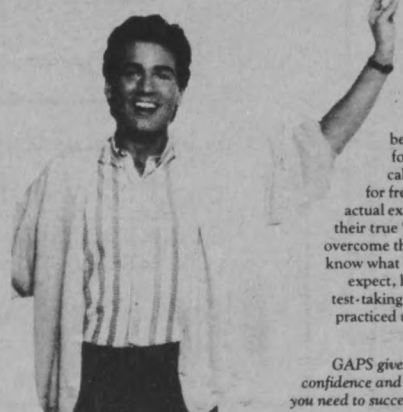
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What's Coming Up in 1987

(Reprinted from BusinessWeek Careers.)

The best advice we can give for 1987 is to be prepared. The job market is in the throes of change, bringing with it some surprises, new trends, and challenges and opportunities for those seeking entry-level jobs, changing jobs, or switching careers.

Here are some of the employment changes for this year and beyond, according to Victor R. Lindquist, associate dean and director of placement at Northwestern University. Dean Lindquist is also the author of the 41st annual Northwestern En-

dicott-Lindquist Report, which measures employment trends and salaries of college graduates.

Dean Lindquist sees no difference in the corporate arena for college graduates overall. The approximately nine percent drop in demand for engineers will be slightly exceeded by demand for graduates in accounting, sales, marketing, science, math, and the liberal arts. Thus demand will be about equal to 1986, he says. Salaries will rise about two percent for those with BA degrees.

Now for the surprises. Dean Lindquist says the small business sector is where the real job action

is going to be in the future. "We're in a revolution," he says, "where more than half of the largest U.S. corporations are involved in downsizing." This includes reduction of professional staffs through hiring freezes, early retirement, termination, and severance packages.

This means the corporate pyramid will not be a high as in the past and there will be fewer layers in the organizational chart. The result: with tens of thousands of corporate jobs eliminated, competition will be stiffer for young professionals.

Finally, according to Dean

Lindquist, changes in the employment market will probably mean that many college graduates may have to serve "apprenticeships," even though qualified for specific jobs. This means they may have to work in positions of lesser status and responsibility before moving up, because of fewer middle management slots and the vast number of qualified college graduates in the marketplace. Dean Lindquist sees this as a corporate farm system analogous to baseball.

Even Phi Beta Kappa students will have to work harder to take

advantage of job opportunities — with no guarantees of being hired, says Dean Lindquist.

These are some of the job market changes that are currently taking place. The young professional who wants to enjoy a job with growth opportunities and the chance to earn an above-average salary should be planning for the future now. As we said earlier, be prepared. Plan for tomorrow today.

—J. Robert Connor

Publisher,
BusinessWeek Careers

Career

(Continued from p.2A)

perhaps companies of student interest to be approached. There is also employer information offered by the companies themselves where the student can find financial or company employee structure information useful in their overall research. Current Job Listings are the most sought after by senior students as they are updated daily in binders designating an overall field. There are also trade journals, books, and regional classified papers available.

Another area of CCS is the Campus Interview program. Each year many companies come on to campus to "recruit" a given number of graduating students into their companies. Largely it is only the bigger or fast growing companies that can afford this level of "recruitment." The Placement Guide stresses that students should not limit themselves to only campus interviews. However, even the experience of a professional interview would be beneficial to all students looking for a job. When considering campus interviews it is very important to remember that most interviews are conducted in the fall and early winter quarters. Also students need to keep in touch with the Campus Interview program as to location and time scheduling changes posted on the

current interview board. Many of the companies that offer campus interviews also hold simultaneous company information meetings.

Counseling and Career Services also help students find internship programs. In most situations, students would be able to work on a part-time basis in a job that they would like to investigate before pursuing it on a full-time basis after they graduate. Other part-time jobs, or seasonal employment can be found on their updated job board listings.

Counseling and Career Services offers a variety of resources and information for all levels of students and steps to the discovering what career best suits your needs after graduating. Nord points out that workers under the age of 35 change jobs at a rate of once every eighteen months. For this reason it is important to plan for flexibility in your overall career development spectrum. He also stresses the importance of developing flexible skills, because these skills can provide your own job security. Change your question from "What have you got to offer me?" to the statement "This is what I can offer you" when discussing job opportunities with an employer. In essence you can depend ultimately upon yourself and the skills you develop now to further yourself along your career path and over whatever obstacles might arise."

—Laurie McCollough

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BNR (Bell-Northern Research) and Northern Telecom are recognized as the world leaders in telecommunications development. BNR expertise has enabled Northern Telecom to become the world's largest manufacturer of fully digital telecommunications systems. Our Meridian SL-1 Integrated Services Network is the most sophisticated voice and data communications system available to business today. Capable of integrating over 350 business services, the Meridian SL-1 is only one aspect of Northern Telecom's complete line of fully digital switching and transmission products.

We would like to discuss with you our career opportunities available in these project groups:

INTEGRATED OFFICE SYSTEMS

- Integrated Voice/Data
- Distributed Multi-processors
- PC Networking

MERIDIAN SL-1

- ISDN
- Office Automation Controller
- Value Added Services Feature Networking

Our Members of the Scientific Staff are challenged to develop digital business telecommunications products using a sophisticated Development Environment consisting of:

- High Level Languages (C, Pascal and Expert Systems)
- State-of-the-art PC/LAN/Workstation technologies
- Advanced Software Design Methodology
- Highly Automated Test Laboratories and Library Systems

BNR's product development environment utilizes real-time software and multi-processors as basic architectural blocks in building our innovative voice and data communication products.

BNR is currently seeking Cooperative Education Students and BS/MS/PhD graduates with academic backgrounds in Electrical Engineering, Computer Science, Systems Engineering and Applied Mathematics with emphasis on communications or computing.

We welcome you to drop in with your resume, course list and/or transcripts on:

WEDNESDAY, April 15, 1987
University of California — Santa Barbara

INFORMATION SESSION
University Center - Room 3
4:00 PM - 6:00 PM

ON CAMPUS INTERVIEWS
Thursday, April 16, 1987

Contact the Career Placement Center on campus for future BNR visits.

BNR is an Equal Opportunity Employer. U.S. Citizenship or Permanent Residency is required.



WHERE FINE MINDS MANAGE INNOVATION.

TELECOMMUNICATIONS AND INTEGRATED OFFICE SYSTEMS

An Equal Opportunity/Affirmative Action Employer