

# UCSB Today — Tomorrow . . . . ?



## CAREERS 1984

An Advertising Supplement to the Daily Nexus — Wednesday, April 4, 1984



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## Career Planning Quiz

What do you know about  
Yourself?1. Can you list your ten  
strongest personal values  
(e.g. honesty, equality,  
etc.)?2. Can you list your ten  
strongest personal  
characteristics (e.g. per-  
sistence, adaptability, etc.)?3. Can you identify ten  
interests, skills or goals that  
led you to select your major?4. Can you explain what  
you have gained from your  
education, other life ex-  
periences, your leisure time  
activities?5. Can you list five things  
(based on your past ex-  
periences) that you want to  
have in your career?6. Can you list five things  
(based on your past ex-  
periences) that you want to  
avoid in your career?7. Can you name five work  
activities that you enjoy and  
do well?8. Can you name five work  
activities that you do not  
enjoy and/or do not do well?9. For each of your work-  
related experiences, can you  
list a) five things you did; b)  
five things you learned; c)  
two or more things you  
accomplished or con-  
tributions you made?10. Can you describe at  
least five marketable skills  
and abilities you possess?11. Have you clearly  
defined your geographical  
preferences and limitations?12. Have you determined  
the salary range that you  
will consider?What do you know about the  
World of work?1. Can you name at least 3  
occupational fields in which  
you are interested?2. Within the last month,  
have you talked with at least  
three people who are em-  
ployed in your field of in-  
terest for the purpose of  
learning more about what  
they do?3. Can you describe the  
type of organization for  
which you would like to  
work?4. Can you name at least  
five employers who might  
hire a person with your  
education and background?5. Can you describe the  
characteristics of the work  
environment in which you  
feel you would be happiest  
and most productive?6. Can you name at least  
five position titles that might  
be appropriate to a person  
with your interests and  
abilities?7. Can you name at least  
five problems, issues or  
trends that are of concern to  
people now employed in the  
field in which you are in-  
terested?8. Can you list five  
resources to help you find  
answers to the questions  
above?9. Can you describe ways  
that you could contribute to  
problem-solving (refer to  
question 7) when you are  
employed in the field of your  
interest?

## What do you know about

## Career goals?

1. Can you state your job  
objectives for the next two  
years?2. Can you explain what  
you expect to be doing in five  
years?3. Can you describe your  
long-range career ob-  
jectives?What do you know about Job  
research?1. Have you considered  
ways of developing job leads  
other than advertised  
listings or on-campus in-  
terviews?2. Can you name at least  
five employers whom you  
plan to contact in the near  
future regarding em-  
ployment?3. Are you familiar with  
the services, programs or  
products of the employers  
whom you are planning to  
contact?4. Do you understand the  
structure of the  
organizations which you are  
planning to contact?5. Can you identify  
problems, issues, objectives  
and trends that apply to the  
organizations that you plan  
to contact?6. Can you describe ways  
that you can contribute to  
the organizations by at-  
tacking its problems, con-  
tributing to its objectives,  
responding to its issues, and  
acknowledging its trends?7. Have you developed a  
resume which addresses  
your qualifications for the  
position to which you are  
(Please turn to pg.12A, col. 5)

## UCLA SUMMER SESSIONS 1984

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- English  
Composition
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Mythology
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- Geography
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- History
- Kinesiology
- Latin American  
Studies
- Linguistics
- Mathematics
- Management
- Microbiology
- Military Science
- Music
- Nursing
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- Portuguese
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- Russian
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**Free** copies of the UCLA  
Summer Sessions Catalog  
are now available at:**UC Santa Barbara**  
**Summer Sessions Office**  
**1317 Cheadle Hall**Or **call** UCLA Summer Sessions directly at **(213) 825-8355**.



# UCSB Services Offer Career Guidance

By GINA VANDERVEEN  
Career Peer Counselor

Being a student at UCSB has distinct advantages. Aside from the ideal proximity of the beach and the fact that you are joining the ranks of the unemployed, you have access to a number of useful career planning services. Most of you are probably entirely secure in your well-defined career goals, but for the one or two of you who might want a little assistance in focusing on a career direction, the Counseling, Career Planning and Placement Services probably have just what you need.

The Career Center (Bldg. 478) provides several resources which can be very valuable in helping you define a career goal for yourself.

The Career Resource Room is a good place to begin. This room contains a

up possible careers as well as directories which suggest various careers for different majors.

Voyage is a series of professionally produced video tapes and self report exercises to assist you with the various aspects of career planning. Career peers can get you started in any of these programs and help you assess which ones would be most beneficial to you.

Sound like a lot to do? Career planning certainly is. But the Career Center provides a few services to help clarify the process. Career planning groups are offered each quarter. These groups focus on teaching you the tools of finding a career direction. Education 164, a three unit class, has a similar purpose but is more intensive than the groups. It will introduce you to career planning in a very intense and intimate way. You not

for internships in other parts of the state and nation. Pre-professional experience is both a complement to your academic preparation and a useful introduction to your future career. ALP peers are available to assist you in designing an internship which fits your particular needs. The Applied Learning Program also receives notices for job openings. It is advisable to get acquainted with the working world as early as possible. The student employment section of the ALP lists all types of part-time and seasonal jobs, some of which may be career-related and others simply to help you earn money. Yet those experiences can do more than help pay the rent; they can also provide a way to acquire valuable skills which prepare you for a full-time job.

The Applied Learning

Program, however, is only one facet of the Placement Center. The Placement Center also provides a variety of services to prepare you to effectively seek an occupation and to actually find the job you want. There are a variety of workshops with extremely useful information and tips on resume writing, interview skills and so on. The Placement Center also has employer research, including employer brochures, directories and employment

summaries to help you find employers who might hire you. The Placement Center also receives job listings on a daily basis and categorizes them by occupational objective for your convenience. And during the year, many employers visit campus to interview prospective graduates and first quarter alumni. To find out more about this process call the Placement Center at 961-4411.

A job search inevitably involves a lot of ups and

downs and many questions will emerge along the way. Placement advisors will gladly meet with you on an individual basis to discuss your concerns. Career Planning and Placement Center Services are

available to all UCSB students. It is best to take advantage of them now because before you know it you will be graduating and facing tough decisions without the proper preparation.



1983-84 Career Peer Counselors

wealth of general career information on video and cassette tapes as well as in numerous books and binders. Information on graduate and professional schools is also available. The Career Resource Room is open from 8:30 to 12:00 and 1:00 to 4:30, Mon.-Fri. and students are always welcome to browse informally. The Career Resource Room is staffed by Career Peers. These students are employed by the Career Center to help their peers to efficiently utilize career planning services. Career peers are available to advise you as to which services may best fit your needs. Through a career peer you can learn about and sign up for an interest test, the SIGI computer or Voyage video tapes.

The interest test may help you to discover possible careers or to validate your present choice. It will compare your interests to those of people in various occupations and assist you in formulating an idea of where your career interests lie.

SIGI is an interactive computer system which focuses on career values. It has games to help you match

only learn about career theory and market trends, but are introduced to applying your knowledge to other students. Education 164 will have you studying for yourself and your plans for the future.

Having utilized all or some of these services, you probably have a vague notion of what you want in a career. As you may have guessed, this is only the first step. Once you have narrowed down the paths you might want to take, then it is time for even more career commitment.

The most logical step beyond researching career options is actual work experience. Early experience is not only valuable on your resume and in your job search, but also in making a definite career choice and finding out if what you have heard about careers is actually the way it is.

The Applied Learning Program on the second floor of the Placement Center (Bldg. 427) will help you find both internships and student employment. Through the Applied Learning Program you can get information and placement in local and part-time internships and in-

## SUMMER STAFF WANTED

For Camp Akela  
An Arizona Mountain Resident Camp.  
Call (213) 475-4004 after 6 p.m. or  
write:  
J. Marks, 10735 Rochester Ave., L.A.,  
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MATH (MAJORS/MINORS/APTITUDE) . . .

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## PEACE CORPS

Peace Corps representatives are coming to UCSB  
**PUBLIC INFORMATION TABLE:** Today from 9 am until 4 pm at the UCen. **FILM AND "WOMEN IN DEVELOPMENT" SLIDE SHOW:** Tonight at 7:30 pm in the UCen's Meeting Room 1. **ON-CAMPUS INTERVIEWS:** April 18 and 19, sign up at the Placement Center.

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**Introduction to Word Processing**  
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**Introduction to Small Business Computing**  
April 17 4-7 p.m.

**Introduction to Microcomputers**  
April 18-19 7-9:30 p.m.

**Introduction to Financial Planning**  
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Please call for space reservations.  
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# A Senior's Sentiments: "I'm On My Way!"

By GINA VANDERVEEN  
Career Peer Counselor

I'm going to graduate. I'm going to get a job — somewhere. I'm going to move away from Santa Barbara, I'm going to get married and have a family. I'll own a

house, enjoy my job and have a brilliant and wealthy career — someday. I don't know where, or when, but I'm going.

Sometimes I try to plan my future. I went to a workshop at the Placement Center about on-campus recruiters. I didn't sign up for any interviews though; It's not that I

couldn't have, some recruiters don't ask for accountants and engineers, believe it or not. I just wasn't interested in management training at Denny's or Macy's. Don't get me wrong — I'm sure they offer very good positions with reasonable salaries. Unfortunately I'm not interested in management.

I've tried other assorted techniques for mapping out my future. I've looked through some binders in Career resources (bldg. 478). I've taken an interest test there and played on the computer as well. I also became overwhelmed at how many options I have available to me. It's hard to know what road to take.

When I came to UCSB as a freshman I was undeclared, I had no ideas concerning what to major in. I took science courses because I did well in them during high school and they seemed like logical courses to take. I didn't really hate chemistry and calculus. I took a year of each. I also didn't really like them either.

When I declared my major as communication studies, I had identified a strong interest area for myself. I realized that I was more intrigued by mass media in society than derivatives and integration. Now I write seven page research reports instead of seven page lab reports. I picked a direction, a road to go down, I chose liberal arts over a hard science, engineering or computer.

So I had a general direction — that was enough to satisfy me for a year or so. But before I knew it, graduation was looming in the near future. My parents were beginning to casually inquire about what I intend to do with my Bachelor of Arts from UCSB. Should I go to graduate school or not? Another fork in the road.

I headed back to Career Resources. I looked at different graduate programs. I talked to people at the Career Center, my friends and my family. I gathered a lot of advice. I spent a great deal of time thinking about what I wanted to do. I finally decided to work for a while. I felt that I needed more background about the working world and how I want to fit into it. Graduate school is not out of the picture by a long shot, just indefinitely postponed.

Employment in June creates another fork in the road. I have to find a job. But I'm too worried about it. I'm already on my way. I just don't know where I'm going to end up yet. I suppose if I had the itinerary of my life in front of me, I'd be bored with the lack of challenge. As long as I'm moving towards something, I feel okay about not knowing exactly what I'm going to do.

Right now I do need to explore what's out there in the world of work. Who will hire people to do the type of work I'd like to do? What type of jobs do I think I'd really enjoy for 40 hours a week? I should prepare for the job search. The Placement Center can assist me in sharpening my interviewing skills and in developing a resume. I also need to learn to survey the community for possible hidden opportunities. I can do these things now through workshops and advice given free at the Placement Center.

I don't want to close any doors either. I'm going to sign up for the GRE soon and I'll also write to some schools that I might be interested in attending someday.

There was a time, right after I declared my major, when I changed my career goals about once a month. I went to the binders in Career Resources and picked a new career. I was thinking of my future, processing new ideas, moving towards something and that was important. I don't know exactly where I'll be or how I'll feel tomorrow, just that tomorrow will come. It doesn't matter that I don't know where I'm going as long as I'm on my way.

## DEVELOP YOUR CAREER

*and Lifestyle*

### OUR REPRESENTATIVE WANTS TO INTERVIEW... YOU!

Located on the coast between the cultural and educational opportunities of Los Angeles and the scenic coastline and beautiful beaches of the Ventura/Santa Barbara area, THE NAVAL SHIP WEAPON SYSTEMS ENGINEERING STATION (NSWSES) at Port Hueneme, California (that's "NEMESIS" at "Port Why-nee-me") has exceptional Civil Service career opportunities for graduating engineers.

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### Summer Session RESIDENT ASSISTANT POSITIONS

#### Office of Residential Life

The Office of Residential Life announces the position of Resident Assistant for the Summer Session High School Juniors and Young Scholars Program, beginning June 17, 1984, and ending July 28, 1984. Position responsibilities include programming, counseling, advising, student conduct, and administrative work for a hall of 25 students in San Miguel Residence Hall. The Summer Session residence hall staff consists of 15 Resident Assistants, who report to one Resident Director and one Assistant Resident Director.

Position qualifications: junior standing for Fall '84, strong academic background, and prior residence hall living experience. Summer Session R.A.'s must be enrolled at UCSB during the Summer Session.

Application procedures: applications will be issued at a general orientation session in San Miguel Formal Lounge, Thursday, April 5, 5:45 p.m. Completed applications are due at the Office of Residential Life on April 16.

Remuneration: The R.A. is a part-time position, with remuneration consisting of room and board and tuition. There may be the possibility for R.A.'s to receive additional pay for work as academic tutors.

For further information, please call 961-2441, or stop by the Office of Residential Life.



# The Successful Job Interview

Whether you are a graduating senior trying to pull yourself up from the back of the unemployment line, or an undergrad looking for that summer job to pad your bank account enough to see you through the next year of school, the job interview will be a decisive step in your search for employment.

This face-to-face encounter with a company's representative may be your only opportunity to "sell yourself" to your potential employer. Look at it positively. The interview allows you the chance to distinguish yourself from the hundreds of other job-hunters and convince the person on the other side of that big desk that you are exactly what his company is looking for. The interview also lets you breathe life into that resume you so carefully constructed and prove that you are more than your one page autobiography has revealed.

Make the most of your job interview:

1. Keep track of your interview appointments. Jot down the company's name, address and phone number on a 3-by-5 card, along with the name of the interviewer and the date and time of your appointment. Not only will this help you organize your time, but it may help you find the company's location when you are lost downtown and remember that your appointment with Acme was on Wednesday and the interview with Standard was on Thursday... or was it the other way around?
  2. Research the company and the industry it serves. If you have a little background on what the company makes, sells or does, you will be that much more informed than Joe Applicant and possibly save yourself from some embarrassing questions. Take a personal interest in the company; they like to think they are special too.
  3. Decide what you are going to say and practice saying it. You need not act like you're reading a script when you answer standard questions, but you'll feel more confident if you've rehearsed your ideas in front of your roommate, your gold fish or your bathroom mirror.
  4. Dress carefully. Your choice of clothing may depend on the company's formality and the job's environment, but a clean and neat appearance is essential in any circumstance. A skirt and blouse, dress or pantsuit is most often recommended for women; a shirt and tie and/or sport jacket for men.
  5. Don't forget your interview survival kit: a pen or two, a pad of paper (to jot down the day the interviewer asks you to come back for a follow-up, the day you begin work, or another company the interviewer suggests you try), and a copy of your resume or a list of your previous employers and references.
  6. Be on time. If you can't make it to the interview on time, your potential employer will assume that you won't be able to make it to work on time either.
  7. Go by yourself.
  8. Fill out forms carefully. Blank spaces on applications jump out at an employer and indicate that you are either careless, forgetful, or doing something.
  9. Watch your manners. When introduced to the interviewer, smile and shake hands. Don't smoke or chew gum, and try to remain poised and confident, regardless of how nervous you are (if your stomach still jumps into your throat, remember that the interviewer is only human, too. Picture him doing something human: bathing his German shepherd with Mr. Bubble, or eating his morning Cream of Wheat in his Fruit of the Looms).
- It is important to remember the power of body language: sit up straight in your chair and maintain eye contact. Speak directly to the interviewer, not to his left eyebrow or your new shoelaces.
10. Talk. Be honest and enthusiastic and ask questions of your own, if the information is not offered: "What would my duties and responsibilities be?" "What kind of training

would I receive?" "If I work out well, where can I go from here?"

11. But don't talk too much. Jokes and anecdotes should be kept to a minimum; let the interviewer tell you his favorite stories. It usually is not wise to ask about sick leaves, pension plans, and vacations at the first interview. Talk opportunity, not security. Fringe benefits can be discussed when — and if — the job is offered.

12. The employer will decide when the interview is over; don't extend it unless you feel some important point has been neglected. Always thank the interviewer and ask when you should check back on the status of your application.

12. Take time to write the interviewer a thank you note; if you promised to send references, portfolios or other material, include them with the note. Don't be pushy, but try to stay in contact with the company: a polite phone call will remind them you are still interested and available and may help you find out if they are interested.

14. Interviews get easier with practice; once you have survived the first one, the rest will become progressively less painful. Your communication skills will be enhanced and so will your chances of finding the job that is right for you.

## 50 Interview Questions

1. What are your long and short range goals and objectives, when and why did you establish these goals and how are you preparing yourself to achieve them?
  2. What specific goals, other than those related to your occupation, have you established for yourself for the next 10 years?
  3. What do you see yourself doing five years from now?
  4. What do you really want to do in life?
  5. What are your long range career objectives?
  6. How do you plan to achieve your career goals?
  7. What are the most important rewards you expect in your business career?
  8. What do you expect to be earning in five years?
  9. Why did you choose the career for which you are preparing?
  10. Which is more important to you, the money or the type of job?
  11. What do you consider to be your greatest strengths and weaknesses?
  12. How would you describe yourself?
  13. How do you think a friend or professor who knows you well would describe you?
  14. What motivates you to put forth your greatest effort?
  15. How has your college experience prepared you for a business career?
  16. Why should I hire you?
  17. What qualifications do you have that make you think that you will be successful in business?
  18. How do you determine or evaluate success?
  19. What do you think it takes to be successful in a company like ours?
  20. In what ways do you think you can make a contribution to our company?
  21. What qualities should a successful manager possess?
  22. Describe the relationship that should exist between a supervisor and those reporting to him or her.
  23. What two or three accomplishments have given you the most satisfaction? Why?
  24. Describe your most rewarding college experience.
  25. If you were hiring a graduate for this position, what qualities would you look for?
  26. Why did you select your college or university?
  27. What led you to choose your field or major study?
  28. What college subjects did you like best? Why?
  29. What college subjects did you like least? Why?
  30. If you could do so, how would you plan your academic study differently? Why?
  31. What changes would you make in your college or
- (Please turn to pg.11A, col. 4)

## DEMBEMSKI'S



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## 439 Days 'til graduation

LEARN MORE ABOUT POST-GRADUATE OPTIONS  
BY ATTENDING A MEETING WITH REPRESENTATIVES FROM  
COUNSELING AND CAREER SERVICES AND INDIVIDUAL DEPARTMENTS

\*\*\*\*\* ALL MEETINGS AT 12:00 NOON \*\*\*\*\*

WED. APR. 4 \* French & Italian  
Phelps, Rm. 5313

\* Religious Studies  
S. Hall, Rm. 4703

THUR. APR. 5 \* Anthropology  
N. Hall, Rm. 2219

MON. APR. 9 \* Economics  
Phelps, Rm. 1425

\* Chemistry  
Phelps, Rm. 3507

TUE. APR. 10 \* Mathematics  
Ellison, Rm. 3814

\* Communication  
Cafe Interim, Bldg. 434

WED. APR. 11 \* Environmental Studies  
Phelps, Rm. 1431

\* Spanish & Portuguese  
Ellison, Rm. 2816

THUR. APR. 12 \* Sociology  
Phelps, Rm. 1420

\* Geography  
Phelps, Rm. 1412

MON. APR. 16 \* German, Slavic  
Oriental Languages  
Phelps, Rm. 3507

\* Psychology  
Phelps, Rm. 1425

TUE. APR. 17 \* English  
Girvetz, Rm. 1119

WED. APR. 18 \* Speech & Hearing  
Phelps, Rm. 1431

\* Business Economics  
Ellison, Rm. 2816

THUR. APR. 19 \* Philosophy  
Phelps, Rm. 1412

\* Computer Science  
TBA

### Graduate Student — Improve Your GRE/GMAT Score

Weekend workshop to give you a competitive edge. Topics include English skills, reading comprehension, analytical reasoning, and math review.

• UCSB — Broida Hall, Rm. 1019; Fri., April 13, 7:00-10:00pm; Sat., April 14 & 21, 9:00am-4:00pm; \$105 (includes materials).

For further information, phone 961-4200.

**UCSB EXTENSION**

University of California, Santa Barbara

Sponsored by:  
Counseling and Career Services  
961-3724



## APPLY NOW FOR A SALARIED INTERNSHIP NEXT YEAR

The UCSB Alumni Association sponsors the Stephen S. Goodspeed Internship in Student Affairs which is awarded each year to an undergraduate or graduate student who might be considering a career in higher education administration.

The recipient of the internship will receive a \$300 honorarium and a salaried position working a minimum of 10 hours a week in the office of the Vice Chancellor, Student and Community Affairs. The position is for the academic year, and the student will begin work in the beginning of fall quarter, 1984.

The Internship is open to all undergraduate students and graduate students who have received their B.A. or B.S. degrees since the spring of 1982. Applications will be available at the Alumni Affairs Office, 1325 Cheadle Hall, after April 3, 1984. Deadline for applications is noon, April 27, 1984.

Further information will be available at an informal meeting with this year's recipient, Todd Hauptli. The meeting will be held in UCen Room 2, April 10, 1984 from 4 pm until 5 pm. For further information, contact the Alumni Office at 961-2288.

# Creating A Successful Resume

Your resume is a personal advertisement that can make or break your job search. It allows the potential employer to form first impressions — even before he meets you — and may determine whether you win an interview or end up in

proverbial foot in the door. You need not follow a rigid format; instead, personalize a professional-looking style to suit your needs. Whatever form you choose, though, remember that your resume is a showcase of your accomplishments. There are a

few essentials that no resume should be without: **Identification.** The top of your resume should include your name, address and telephone number. This is the information you want the employer to notice; don't bury it at the bottom of the page.

**Work experience.** This is the most important section of your resume: an outline of your developing career. Include names and addresses of companies you have worked for, as well as dates of employment, your job titles, responsibilities, (beginning with your present employment or most recent employment and working backward). Group jobs together according to the nature of your responsibilities, or combine features of both of these methods.

in foreign also be incl If you ar with little you may education before detailing a in your m how extr tivities rel you seek. Personal d can inclu information a bearing plication: honors, n hobbies or and health Refere statement be provid should app of your res should be s to the job for, and m various e requested, dresses sh in a follow- It is not clude a p unless you modeling



a foot-thick file of applications submitted over the past ten years.

A resume is a short autobiographical sketch designed to catch the employer's eye and get your

few essentials that no resume should be without:

**Identification.** The top of your resume should include your name, address and telephone number. This is the information you want the employer to notice; don't bury it at the bottom of the page.

and specific accomplishments. Present your work experience in it's more favorable light. It is not necessary to give your reason for leaving jobs or an explanation of why you are currently unemployed. You may wish to list jobs in chronological order

**Education and training.** List colleges you have attended, degrees you have attained, plus any post-graduate work or special training you have completed. Job related skills, such as specialized certification, knowledge of office machinery or fluency

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(805) 333-3333

Alternate address (parents)  
4265 Rising Star Lane  
Palo Alto, CA 95172  
(415) 828-3115

### Objective

To obtain a position as an assistant to the director of a museum.

### Experience

**Internship** Santa Barbara Museum of Natural History, Santa Barbara, CA  
Was in complete charge of a series of presentations called "Greet A Gull," designed to interest elementary school children in shore birds of Southern California. Established educational objectives, researched ornithological data, collaborated with Exhibits Supervisor, wrote programs, arranged for speakers, set up schedules, wrote public service announcements for news releases. Received a letter of commendation from the museum docents. January to May, 1983.

**Assistant** John Brown Historical Museum, Emporia, KS  
Aided the museum director in the day-to-day operation of the museum. Researched historical materials in order to answer patrons' questions, monitored publicity schedules, sold tickets, supervised student volunteers, was responsible for security in the absence of the director. Summer, 1983.

**Assistant** Cambria Auto Museum, Cambria, CA  
Was hired to clean the cars and perform miscellaneous janitorial duties. After three weeks, was given additional responsibilities and an increase in pay. Sold tickets, gave guided tours of the museum, and answered patrons' questions. Summer, 1982.

### Education

B.A., Sociology, University of California, Santa Barbara - August, 1984

\* Additional courses in accounting and public speaking

\* As an undergraduate, earned 50% of my educational expenses while working as a gardener.

### Honors and Activities

Dean's List

Associated Students Treasurer

Intramural Sports

### References

Available upon request

## MARKETING • PERSONNEL • TRAVEL

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**FANNIE MAE TRUSDEE**  
3333 Vera Cruz Circle, Goleta, CA 93117      Area code (805) 216-4432

**OBJECTIVE:** An internship position with a public accounting firm

**EDUCATION:** In progress - B.A., Economics with accounting emphasis  
Junior Standing  
University of California, Santa Barbara  
Grade point average: 3.9  
Applicable courses completed:  
Principles of Microeconomics  
Principles of Macroeconomics  
Accounting Principles and Practices  
Statistics with Economic and Business Applications  
Calculus  
Writing of Non-Fictional Prose  
Fundamentals of Speech  
Advanced Public Speaking

**HONORS:** Dean's List Scholars Award, 1983  
Omicron Delta Epsilon - National Economics Honor Society

**EMPLOYMENT:** Clerk-typist: Lee & Dempsey, Inc., San Francisco, Summer, 1983  
Coded bills of lading for computer input. Checked output for errors.  
Receptionist: YWCA, San Francisco, Summer, 1982  
Explained programs to prospective members. Operated telephone system and mimeograph machine.  
Other positions: waitress, library assistant.

**ACTIVITIES:** Tennis Club of UCSB: chairperson of steering committee  
Accounting Association: member of planning committee for Accounting Career Day  
Graduating class of 1984: member of committee to raise funds for graduation ceremony  
Trinity Community Hospital, San Francisco: volunteer

**REFERENCES:** Available upon request.

n languages, should included.  
are a new graduate e or no experience, y wish to cover onal background work experience, areas of emphasis major and showing extracurricular ac- relate to the work

data. This section lude any personal ion that might have ing on your ap- n: awards and military service, or outside interests, th conditions.

ences. The at "References will vided on request ppear at the bottom resume. References e selected according b you are applying may be altered with employers. When d, names and ad- should be forwarded w-up letter.

ot necessary to in- photo of yourself, ou are applying for a g or acting job.

Neither is it wise to mention the subject of salary or wages in a resume. There will be plenty of time to

discuss these issues at the interview.  
In addition:  
Be positive, but stick to the

## Powerful Resume Words

Achieved	Expanded	Nominated
Administered	Experienced	Operated
Analyzed	Financed	Ordered
Arranged	Formed	Originated
Assisted	Formulated	Organized
Built	Founded	Overcame
Clarified	Generated	Participated
Conceived	Graduated	Performed
Constructed	Halved	Pioneered
Consulted	Headed	Planned
Controlled	Improved	Prepared
Converted	Implemented	Promoted
Correlated	Increased	Provided
Created	Innovated	Reconciled
Conducted	Initiated	Researched
Delegated	Inspired	Reduced
Demonstrated	Installed	Reorganized
Designed	Integrated	Reported
Detailed	Interviewed	Served
Developed	Invented	Simplified
Devised	Justified	Sparked
Directed	Keynoted	Solved
Discovered	Led	Succeeded
Doubled	Licensed	Supervised
Earned	Managed	Tailored
Effected	Maintained	Transformed
Engineered	Mastered	Trained
Established	Mediated	Unified
Evaluated	Motivated	Verified
Executed	Negotiated	Won
		Wrote

facts. Interviewers will not be attracted to paragraphs full of personal opinions and flowery adjectives; neither will they be interested in long explanations of why you were never promoted from courtesy clerk to cashier at the local grocery store. Don't be afraid to avoid negative information. List your accomplishments.

Be brief. One-page resumes are best, though two-page resumes are often acceptable; employers simply don't have time to read through anything longer. You needn't use

complete sentences, but make sure your verbs are active and your phrases read smoothly. Technical jargon, intellectual terms and abbreviations should be avoided.

Make sure resume is clear and functional. Emphasize the qualifications that closely relate to the employment you are searching for. If you apply for a wide range of jobs, you may wish to write several different versions of your resume depending on the nature of the job prospect. In any case, you will go through

several drafts before your resume reaches its completed form. Polish it. Continue to edit and rewrite, as your outlook continues to change.

Make it neat. Your resume must be neatly typed on good quality, standard-size paper, or typeset by a professional in order to make a good impression on an employer. You needn't resort to pink paper, or fancy type to attract his attention; just keep it clean, neat and concise, and the resume will speak for itself.



### RECIPE FOR CAREER AWARENESS

1. Into a large room, put many professionals who work in a certain occupational field.
2. Add a large number of students who want to know what it's like to work in that field.
3. Mix freely and well.
4. Allow mixture to effervesce with informal conversation and inquiry.
5. Encourage students to do further exploration at Career Resources, Building 478.

#### FINE ARTS MIXER

Arts Management, Architecture, Museums & Art  
TUESDAY, APRIL 10 — 5:30-7:30 pm  
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6927



# Skill Courses: Enhance Job Opportunities

In order to enhance your job opportunities following graduation, we recommend the following list of courses. These career related skills courses should provide valuable background information for any pursuit.

Please note, the list is divided into two sections. Section I lists courses recommended for most students. Section II includes courses critical for majors as well as general education requirements.

## SECTION I

**Economics:** Accounting Principles and Procedures, Econ 3A, B.

**Education:** Introduction to Education and Vocational Guidance, Ed 164.

**English:** Practice in Writing, Eng. 42; Writing of Non-Fictional Prose, Eng. 106.

**Mathematics:** Mathematics of Finance, Math 12A, B.

**Philosophy:** Critical Thinking, Phil. 3; Applied Analytical Reasoning, Phil 102A, B.

**Speech:** Fundamentals of Speech, Speech 11.

Choose one of the following: Intro to Computing, Math 6A, B; Intro to Computing for Social/Behavioral Sciences, Soc. 109A, B; A Survey of Computing for the Arts and Humanities, Interdisciplinary 5.

## SECTION II

**Anthropology:** Human Osteology, Anthro 152A, B; Methods and Techniques of Field Archaeology, Anthro 181; Field Training in Archaeology, Anthro 183; The Management of Cultural Resources Contracts, Anthro 205.

**Art:** Museum Practices and Techniques, Art 164C.

**Art Studio:** Beginning Ceramics, Art 16; Advanced Ceramics, Art 115; Beginning Photography, Art 19; Advanced Photography, Art 120; Beginning Papermaking, Art 18; Advanced Papermaking, Art 118; Beginning Printmaking, Art 14; Advanced Printmaking, Art 110.

**Biological Sciences:** Basic Pharmacology, Bio. Sci. 110A, B, BL, C, CL; Intro. to Hematology, Bio. Sci. 111; Basic Immunology, Bio. Sci. 135; Biometry, Bio. Sci. 136A, B.

**Chemistry:** Analytical Chemistry, Chem. 150, 150L; Chemical Research, Chem. 199.

**Dramatic Art:** Intro to Acting, Dramatic Art 5; Scenic Design, Dramatic Art 22; Stage Lighting Design, Dramatic Art 23; Costume Design, Dramatic Art 25; Art and Craft of Stage Makeup, Dramatic Art 26; Theatre Graphics, Dramatic Art 27; Basic Costume Construction and Pattern Drafting, Dramatic Art 31; Script Workshop, Dramatic Art 104C.

**Economics:** Accounting Principles and Procedures, Econ. 3A, B; Stats with Econ and Business Applications, Econ. 5; Public Sector Accounting, Econ. 131; Auditing, Econ. 132A, B; Investment, Econ. 133; Financial Management, Econ. 134; Cost Accounting, Econ. 137A, B; Tax Accounting, Econ. 138A, B; Econometrics, Econ. 141A, B, C; Field Research in Economics, Econ. 192.

**English:** Creative Writing, Eng. 41; Practice in Writing, Eng. 42; Writing of Fiction, Eng. 103; Writing of Verse, Eng. 104; Seminar in Creative Writing, Eng. 105; Writing of Non-Fictional Prose, Eng. 106; Practical Criticism, Eng. 107; Practicum in the Composing Process, Eng. 108; Methods of Literary Study, Eng. 200; Applied Rhetoric, Poetics, and Linguistics, Eng. 208.

**Environmental Studies:** Environmental Impact Analysis, Environ. St. 165A, B, C; Internship in Environmental Studies, Environ. St. 192; Independent Investigation in Environmental St., Environ. St. 199.

**Film Studies:** Film Production, Film Studies 105; Intermediate Film Production, Film Studies 106A, B; Independent Investigation in Environmental St., Environ. St. 199.

**Geography:** Introduction to Meteorology, Geo. 110; Remote Sensing, Geo. 115A, B, C; Geographic Field Techniques, Geo. 117; Introduction to Cartography, Geo. 118A, B, C;

Introduction to Computer Cartography, Geo. 125; Cartographic Transformations, Geo. 127; Forest Watershed Management, Geo. 130; Techniques of Geographic Data Analysis I, Geo. 172; Techniques of Geographic Data Analysis II, Geo. 173; Navigation, Geo. 164.

**Geological Sciences:** Field Methods, Geological Sci. 104B; Summer Field Geology, Geological Sci. 118; Ground Water Geology, Geological Sci. 113A; Engineering Geology, Geological Sci. 113B; Field Geophysics, Geological Sci. 131.

**German and Slavic Languages:** Intro to Computing in the Humanities, German 118; Intro to the Study of Literature, German 100; Intro to Business German, German 112.

**History:** The Methods of History, Hist. 195; Land Use Planning and American Intergovernmental Rel., Hist. 206; Historical Methods and the Social Sciences, Hist. 207; Cultural Resource Management, Hist. 217.

**Interdisciplinary Courses:** A Survey of Computing for the Arts and Humanities, Interdisciplinary 5.

**Mathematics:** All forms of Calculus and Pre-calculus; Intro to Computing, Math 6A, B; Mathematics of Finance, Math 12A, B; Laboratory in Numerical Analysis, Math 104A, B; Intro to Oper. Research, Math 132A, B; Probability and Statistics, Prob/Stats 120A, B, C; 133A, B, C; 121A, B; 160A, B.

**Philosophy:** Critical Thinking, Phil 3; Theory and Practice of Analytical Reasoning, Phil 102A, B.

**Political Science:** Library Research Methods in Political Science, Poli. Sci. 49; Laboratory Seminar in Environmental Policy Problems, Poli. Sci. 190C; Field Research in Political Science, Poli. Sci. 192; Internship in Government, Poli. Sci. 193A.

**Physics:** Electronics for Science Majors, Physics 127A, B.

**Psychology:** Analysis of Data in Psychology, Psych 5; Laboratory Course in Perception, Psych 110L; Laboratory Course in Social Behavior, Psych 112L; Laboratory Course in Physiological Psychology, Psych 113L; Laboratory Course in Personality, Psych. 114L; Laboratory Course in Animal Learning, Psych 116L; Laboratory Course in Human Learning, Psych 117L; Field Experience in Psychological Setting, Psych 135A, B, C; Advanced Analysis of Data in Psychology, Psych 150; Computer Applications in Psychology, Psych 151.

**Religious Studies:** Introduction to Religious Studies, RS 1; Introduction to Asian Religions, RS 3; Introduction to American Religion, RS 7; Religion and Society, RS 40; Religion Today, RS 103; Religious Approaches to Death, RS 112.

**Sociology:** Intro to Quantitative Sociological Study, Soc. 3; Methods of Sociological Research, Soc. 103; Intermediate Stats: Data Analysis in Sociology, Soc. 104A, B, C; Laboratory and Group Research, Soc. 105; Demographic Analysis, Soc. 107; Intro. to Computing for Social/Behavioral Sciences, Soc. 109A; Computer Applications in the Social Sciences, Soc. 109B; Special Topics in Computer Applications in Soc. Sci., Soc. 109C; Data Processing and Analysis, Soc. 110; Practicum in Social Research, Soc. 112A, B; Systems Analysis and Info. Systems Design, Soc. 113; Population, Soc. 123; Sociology of Urban Planning and Design, Soc. 127; Socialization and Personal Change, Soc. 183A, B, C; Field Projects in the Helping Professions, Soc. 191A, B, C, D, E.

**Speech:** Fundamentals of Interpersonal/Small Group Comm., Speech 10; Fundamentals of Speech, Speech 11; Audiometric Principles, Speech 128B; Audiometry and the Hearing Impaired, Speech 128C; Principles of Behavior Modification, Speech 166; Infantile Autism, Speech 195; Infantile Autism Lab, Speech 196.

Prepared by the Counseling and Career Services in conjunction with Major Departments, October, 1983.

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This kind of customer service is the hallmark of ROLM. If you'd like to explore a career in operations management with us, please contact us.

### ON-CAMPUS INTERVIEWS

**Tuesday, April 10**

Contact your Placement Center for an appointment and literature.

If unable to attend our interview session, please forward your resume to Judy Tisdale, University Relations Manager, Mail Stop 105, ROLM Corporation, 4900 Old Ironsides Drive, Santa Clara, CA 95050. We are an equal opportunity/affirmative action employer.

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## 498 Days Left

During the next three weeks a series of meetings will be held discussing post-graduate options. Twenty-two departments are participating in sponsoring the sessions with UCSB Career Services. Representatives from both Counseling and Career Services and the individual departments will be present to discuss graduation preparation and to explore the different possibilities available to UCSB graduates.

The meetings will cover the processes involved in graduate school application and some other career possibilities. They are designed for juniors who are graduating next year some time but anyone who is interested is welcome to attend. The Career Planning staff hopes that juniors will be better prepared to meet deadlines and face graduation after attending the meetings. All meetings take place at 12:00 noon. For a list of dates see today's Nexus or call 961-3724 to find out when your major is meeting.

### Job Survey

#### The Skills You Need To Get A Job

##### - Most Important Work Skills -

- #1. Secretarial, Typing
- #2. Communication, Verbal
- #3. Math, Accounting
- #4. Prior Training
- #5. Clerical
- #6. Reading

If you lack any of these skills, you may find it difficult to find a job.

##### WHERE TO TURN?

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Stay on top of your future plans by looking through this checklist of events that may play an important role in you plans.

1. Decide what you want. If you want to get a good job you will need to impress the employer that you want to be hired by. Just being able to do the work is not enough. Career planning groups and workshops are offered every quarter by the Counseling Center.

2. Find out what's out there. Who will hire people that do the type of work you want to do, and are concerned with the problems you want to be involved with? What you can learn in your first job may be far more important than what you earn. Research the possibilities at the Career Resource Room, building 478, and the waiting room in building 427.

3. Prepare for the job search. Develop your interview techniques so you can present yourself in the most appropriate way. Learn how to survey the field for possible hidden opportunities. Develop a resume that will represent you to potential employers. Workshops are available each quarter by the Counseling Center and the Placement Center to assist you in developing these skills.

4. **Contact employers.** Interview for positions of interest to you. Make use of the Camps Recruitment Program to gain interview experience and to check on career opportunities in a variety of career areas. Recruiters will begin interviews in October. Register at building 427 to be

eligible.

5. Exams are required for many government positions. Check at building 427 for applications and dates. Some of the employers that require tests are: PACE (civil service), county and city government jobs, State of California, Foreign Service Officer.

6. Orchestrating it all. How much time you put into this is up to you. Possibly you can afford to wait until you leave UCSB. However, if you are expecting or needing employment upon graduation, you will need to start this fall and follow through the process until you are able to secure a position. You may want to explore alternatives if the opportunities you wanted are not readily available. There are numerous strategies available for approaching this problem. Learn about strategies in the workshops offered by the Counseling Center and Placement Center.

What needs to be done to enter post-graduate education?

1. Decide what you want. Will your professional or graduate program take you to some goal or is it a goal by itself leaving you basically with the same problems you have now?

2. Research the schools. Unfortunately there are few ratings for graduate and professional schools, so you will need the help of experts in the field. If you want to know where to go for social work, go ask social workers what schools they could recommend. Ideally, go ask at the schools you tentatively decide upon what happens to their graduates. Talk to their faculty and graduate students about strengths and weaknesses. Use the catalogs available at the Career Resource Room, building 478 and the microfiche catalogs at building 427.

3. When to apply. Begin early. Many financial awards go only to those students who apply during the first months of application. Schools vary, but don't be surprised to see deadlines as early as December and January. Be aware that some programs only allow students to enter during the fall quarter.

4. **Financial considerations.** Research in this area can be helpful since there are many variations from school to school. Some can offer assistantships, loans or grants-in-aid, as well as waiving fees for

specific cases. If you're thinking you can't afford to go on to school you might do well to look into it carefully first. Check the graduate and professional school indexes in the Career Resource Room for assistance.

5. Exams for graduate and professional schools. The earlier you take them the more likely your score will be available for your early application.

## IMPORTANT DATES TO REMEMBER

## Graduate School Admission Tests:

**GRE — Graduate Record Exam** (most academic programs)  
Registration Deadline: May 4

Test Date: June 9

**GMAT — Graduate Management Admission Test (business school)**

**Registration Deadline: May 14**  
**Test Date: June 16**

## MAT — Miller Analogies Test

Scheduled by appointment.  
Counseling Center, Bldg.  
478, 961-2781, UCSB.

**upstairs  
next to  
the egghead  
in I.V.**

# YOU

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## Finding And Using Contacts

By Debra Peters  
Career Advisor

The well worn adage, "It's not what you know, it's who you know," is so common that it can discourage even the most "Jedi-like" job seeker. Both research and experience of successful job applicants prove that it's neither a simple matter of "what" or "who" you know, but rather how effectively you utilize both factors that determines success in getting a job.

Everyone knows or has heard of at least one person who "lucked into" a perfect job, or possessed the foresight to belong to an influential family. Everyone also knows how likely the former possibility is and how irreversible (or non-negotiable) the latter.

Getting a job in your area of interest requires preparation not only by obtaining academic and world related experience, but by leading an effective, organized job search campaign and connecting with people who can be of help in your career. Business executive and career consultant Richard Irish maintains that over 80 percent of all jobs are filled

through a grapevine or network, through methods other than the old "send out 100 resumes" or "look in the want ads" methods.

At the mention of the word "contact" most people are ready to pack it in and go home, protesting "But I don't know anybody! How can I use contacts if I don't have any?" A fair enough question indeed. Yet the concept or image of a contact is usually the obstacle; the company president or department director is not necessarily the only or fastest way to get fired at a particular organization. In fact, career counselor Howard Figler states, "your best connections are the ones you trip over every day, the people who cross your path on a normal routine basis. They may not have the keys to the executive washroom, but they inevitably know people who do and can introduce you in casual contexts..."

A contact can be your supervisor, professor, neighbor, roommate, relative or friend. Everyone knows at least a handful of people who can be designated as resources and ultimately lead to the job you

want.

UCSB students have found career positions as a direct result of using the contact method. The communication major, for example, landed a job directing a computer training program in Hawaii last summer. Her contact? A fellow student. Then there's the psychology major who was hired as a marketing representative for a multinational firm several months after graduation. He'd been working as a bottled water delivery man, and the company that hired him was on his delivery routes. His contact? A custodian he had a nodding acquaintance with who brought the opening to his attention. And, a sociology major is now activities director at a senior citizen's center, a management trainee who was offered the job on the spot when following up a lead given to him by a contact, a Spanish major working in the travel industry, and so on.

Although making connections with contacts is a

significant factor in the success of these job seekers, they were also prepared academically and skilled for the jobs they obtained. While it's true some incompetents are promoted in direct proportion to the size and influence of their personal network, most people would decline to refer someone for a job without confidence of their qualification. Wouldn't you? Any doubts about not making it on your own merit should be hastily dispensed. These people who provide referrals know your ability and worth, or they wouldn't take the effort to help.

Whether you're a graduating senior looking for a job, an alumnus seeking a career change, or interested in the contact job search method for future use, you're welcome to attend a workshop in the Placement Center (Building 427) called *How to find a job*. Scheduled dates for Spring Quarter are April 16, 1 p.m., May 4, 10 a.m., and May 23, 2 p.m.

## A Major Choice

By GINA VANDERVEEN  
Career Peer Counselor

When I came to UCSB, I was a chemistry major. I took a whole year of chemistry and calculus because that is what I thought I should do. I performed well in the classes but I didn't like them very much. When I took the interest test from the Career Center, science and math were among my lowest scores. So I had to weigh what I thought I should do or what I felt I was expected of me with what I really wanted to do — which was major in a social science.

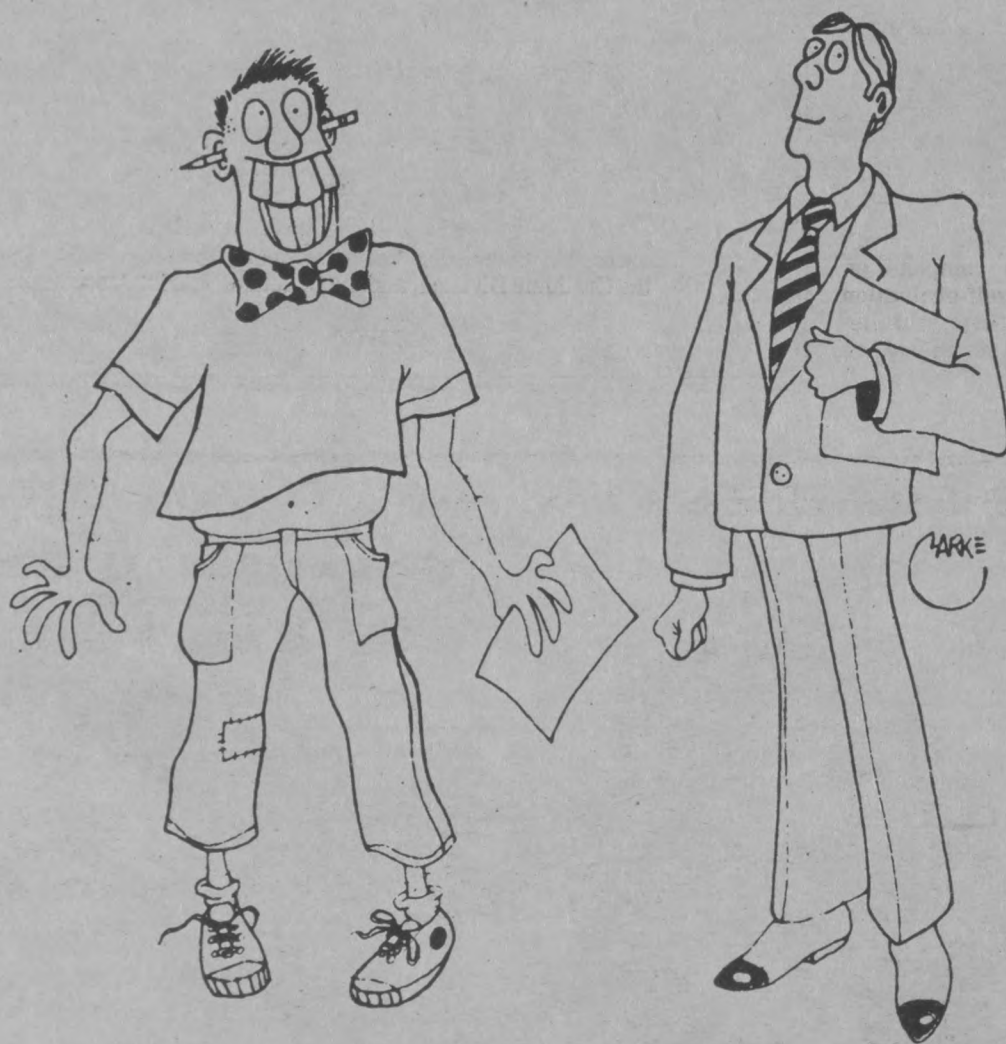
One of the most overwhelming and distressing decisions of early college life is choosing a major. Even with all the support from the Letters and Science Department and the Career Center, being undecided has an aura of lack of direction, irresponsibility and basically not being very "together." Yet a critical part of the whole process of career planning includes identifying interests, the most important consideration in selecting a major.

Choosing a major is a three step process. By not entering such fields as engineering, computer science or accounting, I had already taken the first step. Undergraduate work is generally preprofessional in nature; it does not train you directly for a specific career. For most jobs you'll need to obtain on-the-job training or graduate work. Engineering and accounting are exceptions to this rule and are preparatory for related employment. By choosing chemistry I was already working towards selecting the major I would be most satisfied in. I was educating myself in a more general sense.

The next step in choosing a major is to decide between a hard science and a soft science. Since both courses of study are preprofessional, this decision really rests solidly on your interests. Although it is useful, for example, for pre-med students to major in chemistry or biology, a philosophy major with the proper science electives could get into a medical school. I knew I liked social sciences more than hard sciences. So, regardless of the path I decided to take upon graduation, I would benefit more from taking four courses that I enjoyed. If I didn't like undergraduate chemistry, chances are that I wouldn't be happy in graduate chemistry, research or the like. I needed to focus on what I enjoyed doing if I ever hoped to start on a path towards a career that I would be satisfied in.

So I switched from a hard science to a soft science. I had reached the final stage in my choice of a major at this point. I now had only to choose which liberal arts major I wanted to emphasize. In retrospect, I can see this stage was actually the easiest aspect of the entire decision. About three-fourths of the liberal arts students change their emphases after graduation. History majors work in business and business majors become psychologists. The choice of a college major is not equivalent to a career commitment. No decision is final and the applied courses like computer science, statistics, speech and accounting, the work experience and internships and extra-curricular activities can be just as crucial to finding a job, than the actual college major, if not more.

Only about one-third of the undergraduate work done in Letters and Science goes towards the satisfaction of major requirements. So choice of major is not at all binding and one can easily satisfy many other interests and values with electives. Clearly the most important element in the selection of the undergraduate is identifying and following your interests. The Career Center offers quite a few tools to assist in this process. The Strong Campbell Interest Inventory, for example, is useful in starting to realize what your interests are related to the world of work. This test is free of charge to registered UCSB students. For more information about the interest test and the many other career planning aids, call the Career Resource Room at 961-3724 or just stop by Building 478.



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# Skill Assessment

Use this profile to assess the skills that you bring to the job market and to determine how you can most effectively present these skills within your resume. Although every job or activity does not require the same skills, there are many skills which are almost universal in that they are of value in nearly every responsible position. These are called "transferable skills." The chart below includes a list of common transferable skills. Make note of any additional or special skills you possess that further illustrate your qualifications. For each skill, rate yourself in three ways:

- \*How much experience do you have using this skill?
  - \*How effective are you when using this skill?
  - \*How much do you enjoy using this skill?
- Use this simple rating scale: 3 — strong; 2 — moderate, 1 — weak.

Skills and Abilities	Examples of Tasks
Organizing; supervision	Bring people together to stage an event or to work on a project. Coordinate people, resources. Delegate.
Budget Management	Develop a budget. Monitor the dispersement of funds.
Coping with deadlines	Work effectively under time constraints and pressure.
Public Relations	Interact with the public. Handle customer complaints. Represent an organization.
Speaking	Speak before groups or audiences. Get ideas across clearly and concisely.
Writing	Contribute to newspapers or periodicals. Compose business letters, write advertising copy, draft reports. Edit a newsletter.
Teaching; demonstrating	Explain things to other people. Tutor students or serve as a teaching assistant or instructional aide.
Research; analysis	Conduct special studies and write reports for classes. Gather information and analyze data.
Artistic ability	Design publicity materials and/or graphics for flyers or brochures.
Languages	Speak and/or read foreign languages. Translate materials. Work or live in a bilingual setting.
Computer programming; statistics	Ability to write and/or execute programs. Quantitative analysis of data.

# Internships

An internship allows you the opportunity to gain pre-professional experience related to your major and/or to your career goals. Through it you can discover the relationship between your classroom learning and the working world. But if you're not sure what you want in terms of a career, it will provide career sampling and possibly aid you in your decision-making. The Placement Center's Career Survey of 1980 indicated that students were twice as likely to find a career position related to their majors, and received more pay, if they had experienced some sort of pre-professional training.

If you are interested in the possibility of an internship, you should first attend an Internship Workshop to learn about what an internship involves and what kinds of internships are available. Workshops are conducted frequently; sign up for one downstairs in the Placement Center. You will need to prepare a resume to present when applying for a specific internship. Learn how to write an effective resume by attending one of the Placement Center's workshops.

Then, make an appointment with one of the internship advisors to discuss the type of internships you would like. Leave your application form and a copy of your resume with the advisor. Your application will be put on file. Just prior to the quarter for which you have requested an internship, you will be contacted by the Applied Learning office to come in to make final decision upon the internship(s) for which you wish to interview. Your advisor will give you all the contact information necessary and will make an effort to establish an interview for you with your

potential employer.

You will then sign an agreement that you will notify the office as soon as you know whether or not the internship is yours. Should you not be successful, you are urged to come in for a second selection. Remember, time is of the essence: don't waste much in getting the process going. Keep the Applied Learning office informed.

If you wish to receive academic credit, this must be negotiated with a faculty member. If you have none in mind, seek assistance from the undergraduate advisor in the most appropriate department. Faculty will usually request some additional work in order to establish academic relevance: this might include some outside reading, a term paper and periodic conferences.

Once you have found an internship, it is important to remember your goal: to gain pre-professional training. Should you find yourself doing too many menial tasks, talk with your supervisor about broadening your responsibilities, then prove yourself to be worthy of those by doing a good job. On the other hand, don't expect a middle-management level position either. Ask questions; show your supervisor you are interested in learning.

During the course of your internship, you will be asked for a progress report by our office. We will also be contacting your employer or supervisor to determine your success: are you getting to work on time, fulfilling your responsibilities, etc...? Get in touch with the Applied Learning Office if you are dissatisfied with the internship, or if, for any reason, you need to change your plans.

When your term as an

intern is completed, you will be asked to complete an internship self-evaluation form describing your internship and its impact on you.

# Interview Questions...

(Continued from pg. 5A)

university? Why?

32. Do you have plans for continued study? An advanced degree?

33. Do you think that your grades are a good indication of your academic achievement?

34. What have you learned from participation in extracurricular activities?

35. In what kind of a work environment are you most comfortable?

36. How do you work under pressure?

37. In what part-time or summer jobs have you been

most interested? Why?

38. How would you describe the ideal job for you following graduation?

39. Why did you decide to seek a position with this company?

40. What do you know about our company?

41. What two or three things are most important to you in your job?

42. Are you seeking employment in a company of a certain size? Why?

43. What criteria are you using to evaluate the company for which you hope to work?

44. Do you have a

geographical preference? Why?

45. Will you relocate? Does relocation bother you?

46. Are you willing to travel?

47. Are you willing to spend at least six months as a trainee?

48. Why do you think you might like to live in the community in which our company is located?

49. What major problem have you encountered and how did you deal with it?

50. What have you learned from your mistakes?

From the 1977-78 Endicott Report

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What to Expect from a Variety of Teaching and Research Environments

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# Cliff Notes To Job Hunting

By MICHAEL KEMP  
Career Advisor

Finding out about a job is like finding out about *Beowulf* or quantitative methods or the behavior of electrons: it takes research. Most people make the mistake of thinking that the best source for doing this research is the classified section in the newspaper.

While this is certainly a source, it is not the only source or even the best. The types of positions listed may only remotely correlate with your major or your interests, and you may find it limits rather than expands your options. So, if combing the newspaper isn't the best strategy for this research project, what is?

The first step would be to identify what kinds of jobs you'd be interested in. "Well ... I want to keep my options open," is a common response to step one. That's fine, but like with any research, you need to define a topic for this particular project. You may be interested in all areas of psychology, but you can only

do a workable paper on one or two aspects of the field at a time. You can cover other areas in later papers. The same is true of your career. Most people do go through three or four careers and several jobs during their lives, so you can research and go into other areas when your interests change. You can decide to be a market analyst for a while and you are still perfectly free to decide to be a manager or a probation worker or go back to graduate school afterwards.

How do you identify what

designer, you need to know what's involved in each of these positions. How much paper work is involved in each position? What kind of training is required? Is it a growing or declining field? How much overtime is typical? Will you be able to have your own office? This is the kind of information you need in order to make a decision.

How do you find this kind of information? In two ways: first, you can do some research via printed information on different occupations. And second, you

field, and you're off.

At the information interview, you dig for information that you couldn't find in the literature. What kind of lifestyle is typical for people in the profession? What are the drawbacks to this kind of work? What is the most effective way of breaking in? You can ask for information, for advice and for referrals: others in the field who might be able to give you more information. Remember: this is still research. You don't ask for a job at this point.

"You mean I've done all



"Finding out about a job ... takes research .... How do you identify what areas you're most interested in now? By matching your interests, values, skills and personality against different job descriptions until you find a few reasonable matches."

areas you're most interested in now? By matching your interests, values, skills and personality against different job descriptions until you find a few reasonable matches. In order to know if you'd rather be an urban planner or an industrial

can do what's called in-formational interviewing. Like a sociologist who's interested in farmers' perceptions about subsidizing, you might be interested in stockbrokers' perceptions about careers in stockbroking. Maybe you know a stockbroker. Or maybe your roommate or girlfriend or T.A. does.

this and I still don't have a job? This sounds like a lot of work," you might be thinking now. You're right. It is. And my question to you is: Are you worth it? Are you worth the time and effort involved in this project? For years you have been doing just this kind of thing for your teachers in order to get good grades. Now, you are doing it for yourself to create a satisfying and exciting life for yourself. Only you can decide if you are worth the time.

As you try to find someone to interview you have begun step two of your strategy: "networking." You are beginning to find inroads into the profession. It may be that after you've asked everyone you know or meet if they know a stockbroker and no one does, you have to resort to the yellow pages. But either way, you are now at the point where you simply call the interviewees that you've targeted. In your call you might explain that you are researching the field, stockbroking in this case, and would like to arrange a 10-15 minute appointment to interview him/her about the

One comforting note is that you're not in this alone. The counselors, advisors and peers at the Counseling, Career Planning and Placement Centers are all available to help you get started and keep motivated. After you've identified your best options, we can also help you locate employers in your area and coach you in how to best approach them. It is a lot of work. But we think you're worth it.

Michael Kemp is a Career Advisor at UCSB.

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▲Major/Minor \_\_\_\_\_

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This is for general recruitment information. You do not have to furnish any of the information requested. Of course, the more we know, the more we can help to determine the kinds of Navy positions for which you qualify.

## Navy Officers Get Responsibility Fast.

## Career Planning...

(Continued from pg. 2A)

like engineer, accountant, or flight attendant but have some "no's" in the *Yourself* portion. Or perhaps you are secure in your self-knowledge, but haven't the foggiest idea what kind of employment would be satisfying and realistically attainable. To locate an appropriate resource, refer to the preceding section on available services. Staff in the Counseling Center and Placement Center will be glad to assist you.

8. Have you prepared for a personal interview by identifying points you want to get across to the interviewer, as well as by thinking of questions you are likely to be asked and your responses to them?

This test is not scored pass/fail. It is simply a quick self-assessment tool for your guidance. For example, you may be focused on a job title

like engineer, accountant, or flight attendant but have some "no's" in the *Yourself* portion. Or perhaps you are secure in your self-knowledge, but haven't the foggiest idea what kind of employment would be satisfying and realistically attainable. To locate an appropriate resource, refer to the preceding section on available services. Staff in the Counseling Center and Placement Center will be glad to assist you.

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