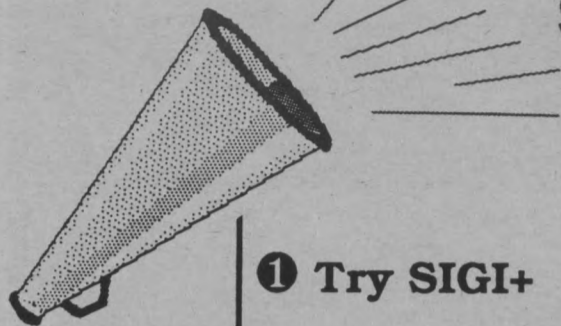


Counseling & Career Services

Top 10 List for Sophomores & Juniors



- ① Try SIGI+
- ② Attend "Choosing A Major" workshops....Coming in February
- ③ Do an Internship (Applied Learning Program)
- ④ Relax in the "Egg-Chair" (Personal Development Resources)
- ⑤ Attend Resume Writing and Interview Skills workshops
- ⑥ Take Education 164 in your junior year
- ⑦ Take an Independent Studies Course with one or two professors in your department
- ⑧ Review Alumnet - Career Connections Notebook in Career Resources & talk to alumni in different professions
- ⑨ Use office hours as an opportunity to visit with professors, discuss courses, & learn more about your field.
- ⑩ Check out the "UCDC" program !

CAREER SUPPLEMENT WINTER QUARTER 1995

Choosing A Major: Moving Beyond Random Acts of Class Taking

By Randy Bergstrom
Assistant Dean, College of Letters and Science,
1993-94

So you have a *major* decision to make, literally. And you want to get it right, not only because it could have a significant impact on your wardrobe, but because it will surely determine the course of the rest of your life. How do you do it?

As an expert on the subject — I chose a number of majors during my undergraduate career — it would be easy for me simply to tell you the solution (okay, if you insist — major in history). But that would deprive you of all the anxiety, soul-searching and downright fun that are part of this rite of passage. So instead, allow me to offer some unsolicited advice.

First, shed the idea that this choice will lock you into a particular path for the rest of your life. I know I said just the opposite above, but I was lying to get you to read the column. Selecting your major is important for the opportunities it will open to you and for the sense of purpose and meaning it can impart to the random acts of class-taking you had been engaged in before. But it is neither final nor irreversible in the event that you find yourself inspired in a different direction. Students have actually changed their majors — yes, right here at UCSB — without significant damage to their studies, their moral fiber, or the life of the university. The lesson in all of this, I think, is that it is far more important that you begin to explore a discipline that interests you than that you search ceaselessly for the discipline that will

Change Your Life Forever.

Second, beware of such time-honored reasoning as "everybody says you need to major in X to get into law school" (feel free to insert the major and substitute the career or graduate school of your choice here). Everybody can be wrong; witness American fashion choices of the 1970s, presidential elections of the 1920s, and the number of people who still live in Cleveland, Ohio. For any of your post-graduation aims, more than one major in a field that excites you solely for its mind-expanding effects on you, rather than a "standard" major for a professional path. Then you might supplement it with internships, jobs, campus activity, and community service to gain experience and build your resume.

There is further reason to be wary of the "everybody says" approach to choosing your major. It misses the fundamental reason for being at the university in the first place: the development of your intellect, not for what it will earn you, but for its own sake. College is more than job training. This may strike you as a bit heretical, but it is in fact quite practical. Consider this: while you will spend about four hours a week for the next 40 years putting your collegiate "training" to work, you will spend far more time than that alone with your mind, pondering, entertaining yourself, and resolving deeper issues about life. Simple mathematics, the, suggests that it is not only okay, but practical, to choose a discipline that challenges and excites you rather than the one you be-

lieve you need for the job track.

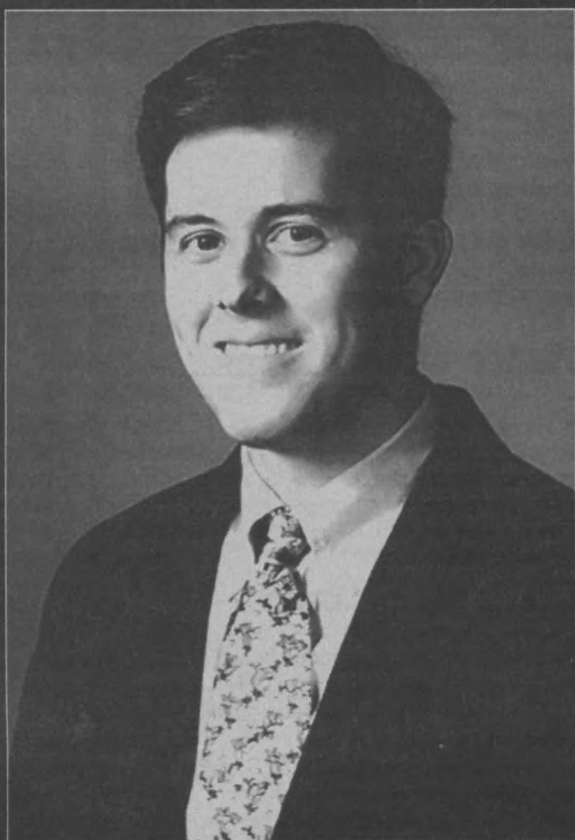
What does all this add up to? Two things, I think. The first is simply to choose something and get started. By now you have had some classes that you especially enjoyed; why not try another course or two in one of those disciplines to test them out? There is no research I know of that shows a correlation between the extent of agonizing over the choice of major and the quality of decision that results. So why suffer needlessly? (Unless you find needless suffering fascinating, in which case I might suggest the "New York Studies" major). The second thing is to consider the unconventional, to try a major that interests you even though it presents no apparent career path. It is enough that your major trains your intellect; the rest of your educational experiences can prepare you for professional particulars.

Finally, as you make your decision, don't forget to use the many resources that the university offers: your fellow students, all of whom have faced the same choice; your professors; the departmental major advisers; and the advisers and deans in the college office. May your decision be a *major* success.

This article is reprinted with permission from Explorations, a newsletter for new and undeclared students by the College of Letters and Science. Dr. Bergstrom is Assistant Professor and Vice-Chair of the History Department at UCSB.

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University of California, Santa Barbara-1993
B.S.-Business Economics
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- Identified as one of the 20 best first jobs in terms of compensation, corporate culture and quality of training by "Career Vision" magazine
- Career opportunities in Los Angeles with Robinsons-May



Michelle Leon
University of California, Santa Barbara-1994
B.A.-Business Economics
Assistant Buyer-\$14.7 million volume



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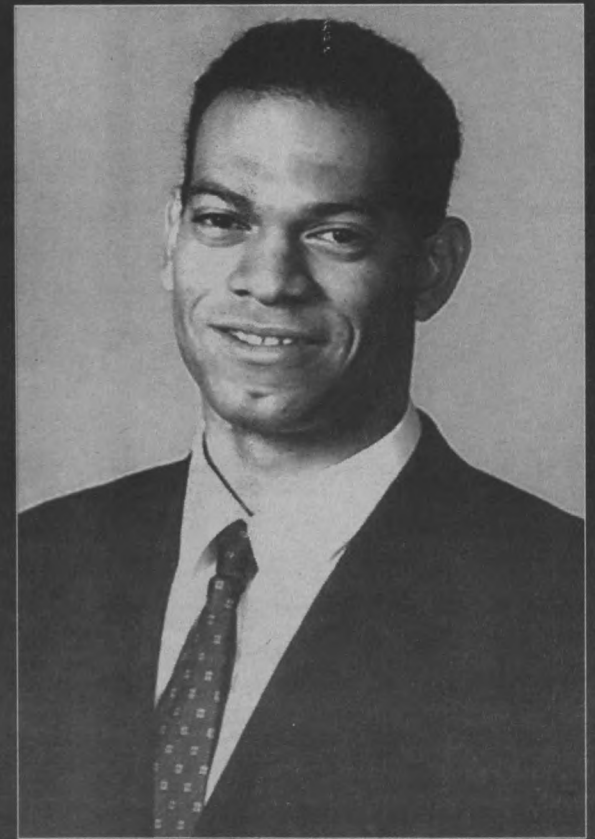
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Planning Ahead for Summer Jobs

"Summer already? I just got my winter schedule finalized and I'm still debating on plans for winter break." Okay, maybe you can wait a week or so to let the rain subside and your class/work schedule settle in, but don't wait too long. Many excellent, paid, summer internships have deadlines as early as late February and early March.

For the sales-minded, consider a campus representative, commissioned sales or marketing position with any number of retailers or publishers. University Directories or Campus Concepts are both employers who recruit annually on campus each year for advertising representatives for specialized UCSB directories. Operate your own house painting business as part of Student Painters. One past UCSB Business graduate made over \$15,000 in one summer doing this. Or course, it's hard work and not for everyone. However, students who elect sales jobs have something concrete to talk about in interviews that show they know how to get results.

Students interested in research and technology may want to consider a host of programs in the biotechnology,

pharmaceutical, computer or telecommunications industries. Many UCSB students have had successful internships with Amgen Corporation, Genetech, Microsoft Corporation, Hewlett-Packard, Sansum Medical Clinic, or Lawrence Livermore or Los Alamos National Laboratories.

Students interested in the arts, communications or business also have a wide range of options. Most radio, television and film studios or art museums have year round as well as summer internship programs in promotions, news, and/or production. While they may not pay, they offer great experience. Financial institutions such as Bank of America, First Interstate Bank, Trans-America Life Companies, State Farm Insurance, or the I.F. Employee benefits administrative summer internship program may have potential for those with an emphasis in accounting or business economics. GTE or Southern California Edison each have a wide range of summer positions in customer service, marketing, finance and more.

For those who love sports, kids and the out-of-doors,

you will not want to miss the upcoming Thursday, March 2 Summer Jobs Fair at the UCen Pavilion from 10 a.m. to 2:30 p.m. where representatives from camps, resorts, and national parks will be on hand to recruit students for their summer staff positions. Finally, let's not forget city, county, state or federal departmental opportunities in your hometown, or any number of public interest or consumer advocate groups.

So, how do I get started? Well, first think about what types of things you want to learn this summer, and where you want to work. Internships can be local, national and international, and even after you graduate. Next, attend one of several summer job workshops offered the week of January 23. If you're eager, stop by the Applied Learning Program area at Counseling & Career Services and start poring over any number of internship directories and binders with specific program descriptions. Call and find out deadlines, applications requirements and feasibility based on your education and experience so far. Don't procrastinate. Start now!

Using Career Tests to Find Ourselves

By Michael Kemp

Making the leap from school to work

The business of planning one's career is both exciting and nerve wracking. And for many of us it feels as if it is the first big decision we face. It takes many of us by surprise, despite the fact that we have been thinking about it since high school. Though this seems ironic, there is a good reason for us to feel so defenseless in the face of entering the "real world."

One of the valuable facets of being in school is that it provides a great deal of structure. Things happen to us without our having to do a great deal. When we are in 8th grade, if we do the work put in front of us by our teachers we are magically passed on into 9th grade. When we are in high school, again, if we do the work that our teachers put in front of us, we find ourselves on the path to college. This is not quite such an easy transition, but for many of us our families are there to help us figure out which school to choose and what to pack when we head out and which classes are good first choices. Once in college, again we do the work put in front of us and with the exception of the moment we choose a major, again we simply have to do the work put in front of us to magically progress from frosh to sophomore to junior to senior. However, at the point of graduation — the point

our entire lives have been directed towards — the system that has sustained us collapses. Graduation magically takes us out of school, but it does not take us into the next step of our lives in the way that passing 8th grade so effortlessly took us into 9th.

This is the source of much anxiety.

And in the face of that anxiety we often find ourselves looking for some alternative structure to take us into our next step. The three ways we seek to make this transition magically, in the manner in which we have been trained to expect, are:

1. Find an expert, tell that person what we want in life and have that person tell us what job will suit us best. While experts can help us sort through our options, they cannot make the decision for us. The work of establishing the criteria we want to use in evaluating different careers and identifying careers that fit our criteria will always fall to us.

2. Find a career planning computer program, enter our criteria into a database and have the computer tell us what job will suit us best. While the computer can be helpful in sorting through career titles, it often asks us the wrong questions so that some of our most important criteria ("I want to have a family, so I need a career where I can take a few years off here and there and not

impair my career development.") aren't addressed. Also, most career planning programs have only a few hundred careers loaded into their databases. There are over 500,000 careers in existence at any given time, so the greatest probability is that the careers that would fit us best are part of the 499,500 careers not in the database as opposed to the 500 that are.

3. Find a test where we can tell it who we are and it will tell us what job will suit us best. Tests have the same limitations as computer programs, and additionally are limited in that they are usually updated only every few years. However, tests can be very helpful, if you know what to expect from them.

Understanding career testing

There are a myriad of career tests, inventories, computer programs, etc. available for us to use. Many career planning books have worksheets or forced choice lists to help us figure out what we want. Anything that helps us take responsibility for this process and helps us establish our criteria is good. But there are a few resources that are better than most, if we know how to use them.

1. The Campbell Interest Inventory

See USING, p.7A



Will your company grow as fast as you do?

Almost every company's recruiting ad promises you rapid growth. But before making any decisions, ask them how fast they're growing. After all, you're going to have trouble moving up

if your company isn't. Over the last five years, while economic conditions stalled many organizations, Andersen Consulting averaged 20% growth per year. Compare that figure

to any other firm you're considering. It could be the difference between getting ahead. And banging your head.



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THURSDAY, JANUARY 19 – ENG I ROOM 1132 7PM

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What Do I Want To Be When I Grow Up?

Childhood Perceptions vs. Realities

By Susan Goodale

My earliest memories of what I wanted to be when I "grew up" were of being a firefighter. What a great job that would be, riding around in a big red truck with sirens screaming, running stop signs and stop lights and wearing a big yellow coat and black hat.

Looking back now many years later, I think my enthusiasm to enter the fire fighting profession originated from visits to fire stations with my elementary school classes and from watching *Emergency* on Saturday nights. We received first-class treatment when we visited the station. We were able to sit in the trucks, push the siren buttons, try on the hats and even slide down the pole in the firehouse. After our visit I always went home and eagerly mapped out a fire escape plan for our family on graph paper from my father's desk.

Elementary school was a long time ago. As a college student no longer do people ask what you want to do when you "grow up." The question changes to what will you do after you graduate. Many people tend to think that since you are "grown up" you should now have the

paths. You'll find out how rigorous medical school is from current medical students, what the hours really involve the first year as a practicing lawyer and what it really takes to be an elementary school teacher or an advertising executive.

The contacts you make at the conference are valuable ones. It is a well-known fact in the field of alumni relations that, given the opportunity, alumni prefer to hire graduates from their own institution. With less than 20 percent of all jobs advertised, getting hired today is all about who you know. Career Day is an opportunity to start your professional network. Even if you aren't graduating for three years, you can call upon that connection you made at later date.

The format of Career Day allows you to attend one or portions of all four of the conferences since each runs on the same time schedule. The day will begin at 9 a.m. with a keynote address for each conference. The health conference is at Buchanan Hall, the law conference is at Broida Hall, the education conference is at the UCen and the communications conference is at Girvetz Hall.

days throughout the year. Last year, the Student Alumni Association decided to consolidate these conferences and hold them all on the same Saturday. For \$5 you can now attend multiple conferences on one day rather than coming back on another Saturday and spending another \$5 if you discover that spending days and nights in the law library is not for you. These conferences can not only confirm that you have selected the right career path, but also that you have selected the wrong one and need to continue looking for something that better suits your talents, interests, skills and values.

Elementary school prepares you for junior high and high school, which prepares you for college. You learn how to read, write and take tests. After 20 years you feel very proficient and confident about your career as a student. You graduate and typically have some notion about what it is that you are "going to do." However, few of us have spent much time finding out about the realities of a particular profession: the rewards, challenges, drawbacks and day-to-day responsibilities. It is easy for people to base their career decisions on or have them biased

By attending Career Day, you can begin or continue the discovery process about your field of interest... Taking one day to assess your career could make all the difference.

answer. It's okay not to know yet, and if you don't you aren't the only one. Still, not having an answer can cause panic and anxiety. Even if you are sure that you want to be an accountant or a lawyer or a public relations consultant, unless you have had an internship or other reality-oriented exposure to your field of interest, you still may not have a clear perception about what you will actually be doing or if you will truly enjoy it.

To find out more about the various professions within the fields of law, medicine, education and communications, attend Career Day on Saturday, Feb. 25. This day-long event will take place on campus and feature over 60 speakers. Most of these professionals are UCSB alumni, so they are familiar with the academic program at the campus and can inform you about how your undergraduate experiences can prepare you for your career. Get to know these speakers. Spend time talking with them after the sessions. Alumni enjoy the opportunity to share insights into their profession and stories about their career

Following the keynote, there will be two breakout sessions before lunch. Each session allows you the opportunity to select from three or four different topics. Representatives from various medical, law and education schools and programs will be available with materials during the lunch period so you have an opportunity to ask questions about admissions, financial aid and other specifics about that particular program. Also during lunch the medical, law and education conferences will hold a session on preparing for the MCAT, LSAT and GRE. After lunch there will be more breakout sessions and a closing speaker.

The foundation for Career Day started thirteen years ago with the first Pre-Med and Pre-Law Conferences coordinated by the UCSB Student Alumni Association, a student organization which promotes student-alumni ties and connections to one's university. In the following years several other interest-specific career conferences began and continued as annual events, held on separate

by incomplete information, tempered by what is on television, what our friends are doing, the lure of imagined large paychecks or the prospective glamour of a particular career.

As I grew older I eventually came to understand that fire fighting is difficult, dangerous and hard work. The reality is very different from what I envisioned as an elementary school student. I am fortunate I found a different career that I enjoy and a place at which I enjoy doing it. By attending Career Day, you can begin or continue the discovery process about your field of interest by meeting professionals in the field, making some great alumni contacts and talking with other students facing the same issues as yourself. Taking one day to assess your career could make all the difference.

Susan Goodale is a UCSB alumna and Director of Student Relations, Alumni Career Services and Alumni Constituent Groups for the UCSB Alumni Association.



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On-Campus Interviews February 3, 1995

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Your Best Year at UCSB ... ABROAD!!

By Jennifer Ho

Education Abroad Program

EAP — the Education Abroad Program sends 150 UCSB students a year to study in over 30 countries and 100 institutions world wide. Students who return from their year abroad call it "the best year of their life," and if you are interested in find out what EAP has to offer, just follow these simple steps:

1. Go to the EAP Office in 1231 Girvetz hall. The staff of EAP can help you determine what country you can study abroad in and explain the requirements of EAP which include:

Junior standing by time of departure for year long programs.

3.0 cumulative GPA and 3.0 Language GPA (as applicable).

Support of the EAP Faculty Committee (all applicants must go through a 20 minute interview).

2. Pick up an application to study abroad and do research on the country you want to go to. Whether you speak a foreign language or not, there are many countries that you can study abroad in. Your units through EAP will automatically transfer as units for graduation and in many circumstances you can get major requirements fulfilled while abroad. The goal of EAP is to fully integrate students into their host university/country so that students can get the most out of their year abroad. Talking to returned students as well as EAP staff members can help you in the application process.

3. Turn in your application and prepare yourself for a wonderful year abroad. Competition for spaces in EAP are not competitive generally (there are some exceptions). All financial aid that students currently receive at UCSB is applicable to a year abroad with EAP and students pay the same fees they would pay here at UCSB. In some instances, it is less expensive to study abroad for a year than remaining at UCSB because the cost of living is so cheap (in China one can eat for

\$5.00 a day or less).

If you've ever thought about spending a year abroad, don't wait — go to the EAP Office today. A year abroad can give you valuable language skills, enhance your educational and career goals, and help you make lasting friendships with people half-way around the world. Even if EAP is not for you, there are hundreds of other study abroad programs that the EAP staff can guide you to. If you have further questions, please call 893-3763 or e-mail to: eapucsbmcl.mcl.ucsb.edu.

If you are considering study abroad, you may be interested in the insights and observations of former EAP participants. Education Abroad Program returnees describe the benefits of the program in relation to their career, academic and personal development:

"Studying in Ghana as an EAP participant has helped me not only academically but also personally. Living in Ghana for ten months has taught me sometimes hard won lessons about the intrinsic value of all cultures, and the importance of resisting the urge to judge people and experiences from a Western perspective. Professionally, my experiences in Ghana will evidence to potential employers and graduate schools that I am self motivated and flexible. Both personally and professionally, my year spent in Ghana was without question the best of my college career, and perhaps of my life."

—Russell Baker, Ghana 1992-93

"Participating in the Costa Rica-Tropical Biology Program gave me a wonderful opportunity to live and study in a respected scientific community for a quarter. I lived with the other scientists on the program and was also able to interact with world-renown ecologists, botanists, and behavioral scientists. I had the chance to fully immerse myself in the world of science... I was even able to conduct my own research project in the beautiful cloud forest of

See ABROAD!, p.7A

Winter Quarter Dates to Remember

WORKSHOPS

January 19 Internships After Graduation
February 2 High Tech Job Search
Davidson Library Rm. 1575
February 4 Senior Seminar
February 21 Career in Social Work

CONFERENCES

February 25 Career Conferences for:
Health Buch
Law Broida
Education UCen
Communications Girvetz

CREDENTIAL INFORMATION MEETINGS

February 25 Single Subject Phelps
February 16 Multiple Subject Phelps
March 28 Summer Job Faire UCen

High Tech Job Search: The How Tos

Counseling & Career Services and the Davidson Library team up on Thursday, Feb. 2 from 4-6 p.m. to present "The High Tech Job Search." Learn how to "surf the net" for real jobs. The first hour will consist of a review of internet and on-line browsing skills. The second hour will consist of a genuine adventure into the cyberspace job hunting market!

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If you're an ambitious individual with a business related degree and a strong interest in sales, we want to meet with you. To schedule an interview for February 9th or April 27th, sign up with Career Services. If unable to sign up with Career Services, mail/FAX your resume to: Charles Bass, Wallace Computer Services, 15315 Magnolia Blvd., Suite 110, Sherman Oaks, CA 91403. FAX: (818) 891-6898. EOE.

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Information Booths

Wednesday, January 18
In front of the UCen
9:00am-2:30pm

Thursday, January 19
In front of the UCen
9:00am-2:30pm

Special Seminars

International Opportunities in Peace Corps
Wednesday, January 18
Faculty Club, Conference Room 3
3:00pm-5:00pm

Environmental Projects in Peace Corps
Thursday, January 19
Girvetz Hall, Room 1004
3:30pm-5:30pm



Interviews

Tuesday thru Wednesday
February 7-8
Counseling & Career Service Center
805-893-4414

Call 800-424-8580 or look for us at UCSB on Jan. 18 & 19

Career Spotlight: UCSB Grad Tells All

By Debra Behrens
Career Counselor

Career Spotlight features an interview of a UCSB graduate regarding their career experiences, successful job search strategies, and advice for current students. The Career Spotlight appears regularly in the Career Supplement.

This issue features Jason Dechoretz, who is a Research Associate with Management Consulting and Research Inc. in Oxnard. Mr. Dechoretz is a 1990 graduate from UCSB. He received his MA in Economics in 1991.

What was your major at UCSB?

Economics. I was interested in econometric analysis. I started as a Bus. Econ major, changed to Math Econ and then settled on Economics and continued to earn an MA in Business Economics.

How did you decide to major in Economics?

I had an idea that I wanted to become involved in econometric analysis, but I was not sure on how I wanted to use it (primarily what industry). Economics seemed to provide me with the most flexibility.

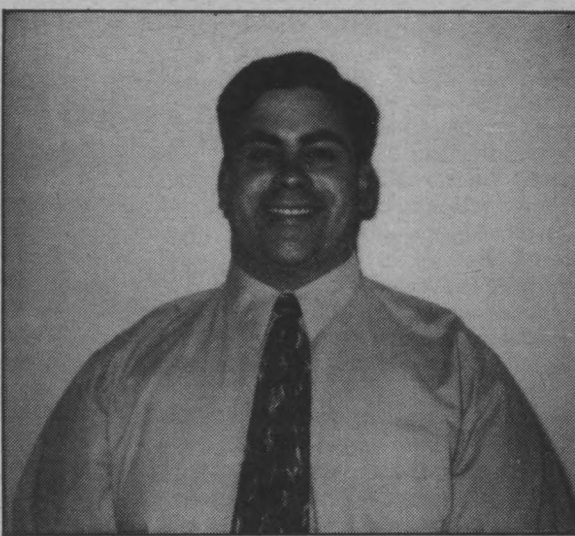
What is econometric analysis?

Econometrics is the use of statistical analyses to prove theories. This is one of the primary methodologies for hypothesis testing since real-life experiments are not typically possible for economics. There are similar applications for psychology and other areas of humanities.

What is your current job title? Please describe your responsibilities?

My job title is Associate and I serve in an operations research function. My two main responsibilities are cost research and conducting risk analysis.

The cost research involves extrapolating past experience to make future cost projections given changes in de-



Jason Dechoretz
1990 UCSB graduate

sign, performance, etc. The topics include space equipment, for the Air Force and NASA, and high technology electronics, for private companies. My analysis is used for both budget planning and re-engineering activities that are designed to reduce costs.

The risk analysis is project oriented, rather than financial risk for investments. The objective is to try to determine the uncertainties, and to identify different management decisions which can be made to minimize the risks. This activity involves translation from the knowledge of both managers and system engineers into quantitative assessments of cost, technical and schedule risks.

In addition to these analytical requirements I manage small projects, market new work, and recruit entry level analysts.

Do you work on one project at a time, or on several projects simultaneously?

I typically work on several projects concurrently. I try to keep it around three projects, but it usually hovers around five at one time.

What do you envision yourself doing in the future?

At this point, I like what I'm doing. I don't foresee it being a lifelong career, but I'm not sure where my lifelong career lies. I don't know if it's in analyses, in management or in being a lifelong consultant. One of the things that I would change is that I don't produce any material product other than a report or a briefing. In the future I would like to be involved in production of a product. That's very important to me.

Because it's tangible?

Yes. I had some very good academic counselors even though I was from a small rural high school, and although my college counselors were very good, there was one question no one ever asked me. No one ever asked me the question "do you want to be involved in providing a service or producing a product." And now, that's what I want to do. Even though I was interested in economic theory and econometric analysis I would have said then that producing a product was more what I wanted to do.

What advice do you have for students who are planning their careers?

College is one element of your experience. A company might hire you, not because you're a history major but because you have certain skills that can be applied in a

profession. College teaches you how to think and how to solve problems. Knowing not only how to get information, but how to analyze it and being able to think broadly, these are some of the skills that you learn in college.

Consulting firms very rarely hire young people, and when they do there are certain skills that those people tend to have. You may not know the answers to the questions, but one thing the person who hires you is counting on, is learning it quicker than they can. You may be working on a project, you may have done something similar in the past and you need to find out some of the similarities, and to connect them to the possible solutions.

LSAT 7.5 points*
GMAT 72 points*
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* Score improvement independently verified by a Big Six accounting firm.

† Score improvement independently verified by the survey firm Roper Starch Worldwide.

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Using Career Tests to Find Ourselves

Continued from p.3A

The CII is the classic career exploration test. It is the one most of us took in high school that told us stuff like we should be a bus driver or a funeral director. While this is a pretty sad statement to recall about this test, the good news is that it was the interpretation and not the test itself that made our results seem so off-center. Despite what we or our high school counselors wish, the test cannot tell us what to be. But it can provide us with useful information.

The test is based on an approach to career development that breaks the world of work into six categories. The categories are very broad. They are defined like "Wants to work outdoors with plants, animals, machinery. Derives job satisfaction from concrete projects such as build a bridge or train a horse;" or "Wants to work with people in a helping capacity. Derives job satisfaction from being of service and contributing to social welfare." The test asks you 325 questions that determine where your interests fall across these six main categories. Most people who take the test are not terribly surprised by their results. Instead the most common response is to feel as if the test confirmed what they already knew. But as we face having to take this big step after graduation, that confirmation can be very comforting.

As well as locating our interests across these six categories, the test also tells us what specific areas seem to have the most pull for us. We may find that we want to work with plants but not animals, or that within the broad category of working with people we seem most drawn to social service or to teaching. These "Basic In-

terest Scales," as they are called on the test, may be the most useful part of the test. If we stack up all our basic interests, we have a map of the range of topics a job would have to cover to be perfectly interesting to us. But we'll still have to conduct some research to be sure that this perfectly interesting job pays the rent or enables us to travel in summer or covers our other criteria beyond "being interesting."

Possibly the least useful part of the test is where it compares us to people in various careers. There are 117 careers listed on the test — even a smaller percentage of the 500,000 careers out there. When our high school counselors told us we should be funeral directors, they misled us. What they should have said is "You are interested in a career where you work with people, helping them in times of trouble, keep regular work hours, and where you make \$60,000 to over \$100,000 per year. Funeral director is one such job, what are some others you can think of?" This part of the test is best used as a jumping off point. If we actually read the job description of funeral director, it will help us tighten down our criteria and give us other job titles of similar work to research. But it is the research that will ultimately best help us come up with our options.

2. Myers Briggs Temperament Inventory

The MBTI is a test that is used in a variety of ways. It can be used to help couples understand each other. It can be used to help companies identify and resolve intrastaff conflict. And it can be used to help people establish criteria to use in researching their career options.

Unlike the SII, the MBTI is not directly based on the world of work. Instead it looks at some common dimensions of how people get on in the world. It asks us if we

like to make decisions or not. It asks us if we like a lot of interaction and activity when we work or if we work best when we can focus on our work uninterrupted. It does not tell us about work, it tells us about ourselves. While this test is not directly related to careers, many people find it even more helpful than the SII.

The two tests — both offered at Counseling and Career Services — work very well together. The SII is good for telling us where to look for our career options — in the field of science or business or social welfare, etc. The MBTI tells us what to look for — a job where we can work with facts and figures or where we can interact with a lot of people or where our logical side will be valued.

If we know where to look and we know what we're looking for, our chances of finding a career track to enter after graduation increases a hundredfold. Part of leaving school is understanding that rather than things happening to us (we magically transform from 8th graders to 9th graders), we are now in charge of making things happen for ourselves. While this can be scary, it is also the source of tremendous empowerment. After all, we are the only ones who will live our particular lives, and it is up to us to do the best job of it we can.

ABROAD!

Continued from p.5A

By Jennifer Ho

Education Abroad Program

EAP — the Education Abroad Program sends 150 UCSB students a year to study in over 30 countries and 100 institutions world wide. Students who return from their year abroad call it "the best year of their life," and if you are interested in find out what EAP has to offer, just follow these simple steps:

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—Allison Knorr, Costa Rica

Tropical Biology Program Spring 1994

"It would require a novel for me to describe all of the benefits that I gained from spending my 1993-94 academic year in Jerusalem, Israel. What I appreciated most was the chance to participate in a non-Western cul-

ture. The way of life is quite different — I had to become accustomed to a culture with an entirely different set of beliefs and values. This was a difficult adjustment, but once I became comfortable, I really appreciated these differences. Now I am eager to go abroad again. I am hoping to teach English in Eastern Europe after I graduate. My experience abroad has helped me to become a qualified candidate for many different programs. I am grateful for my experience in Israel, and I am a strong advocate for education abroad.

—Sam Kubernick, Israel 1993-94

Upcoming EAP Deadline Dates:

Friday, January 20

Austria, China, Denmark, Egypt, Germany, Hong Kong, India, Indonesia, Italy, Korea, Mexico, The Netherlands, Russia, Sweden, Taiwan, Thailand.

Friday, January 27

Canada, France, Ghana, Hungary, Israel, Spain.

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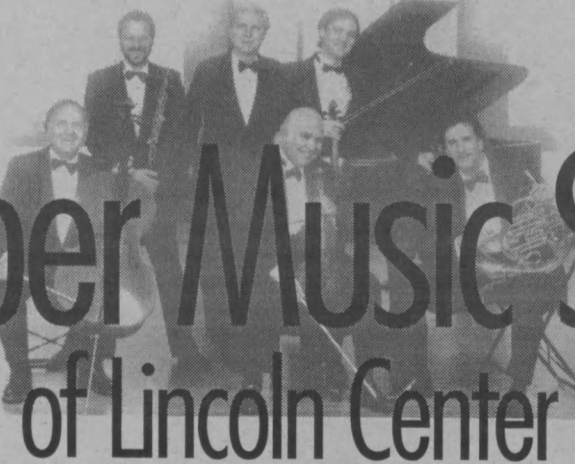
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