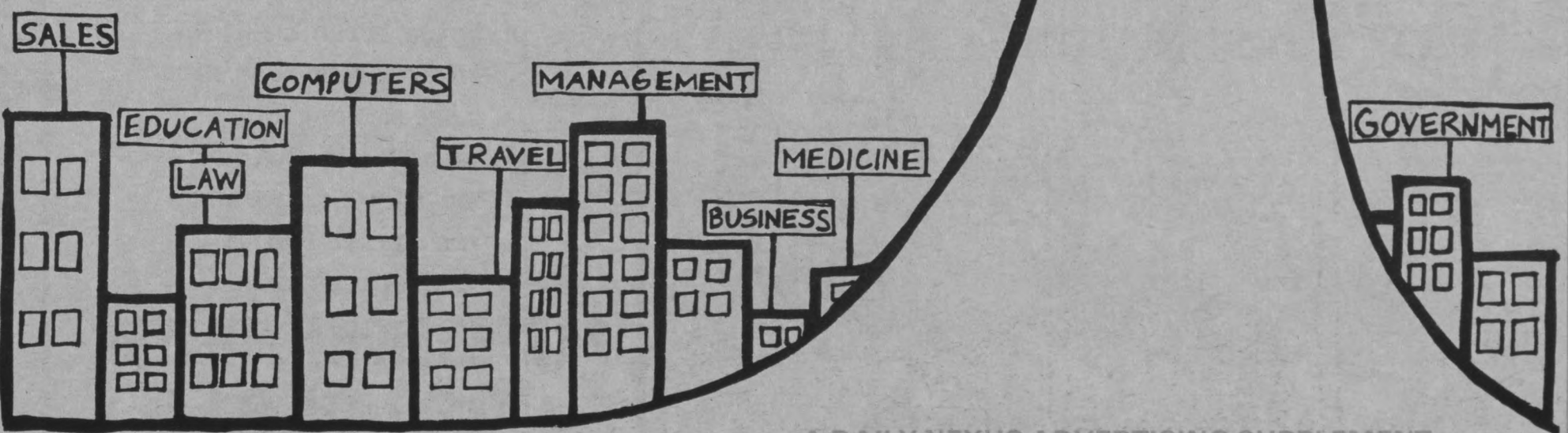


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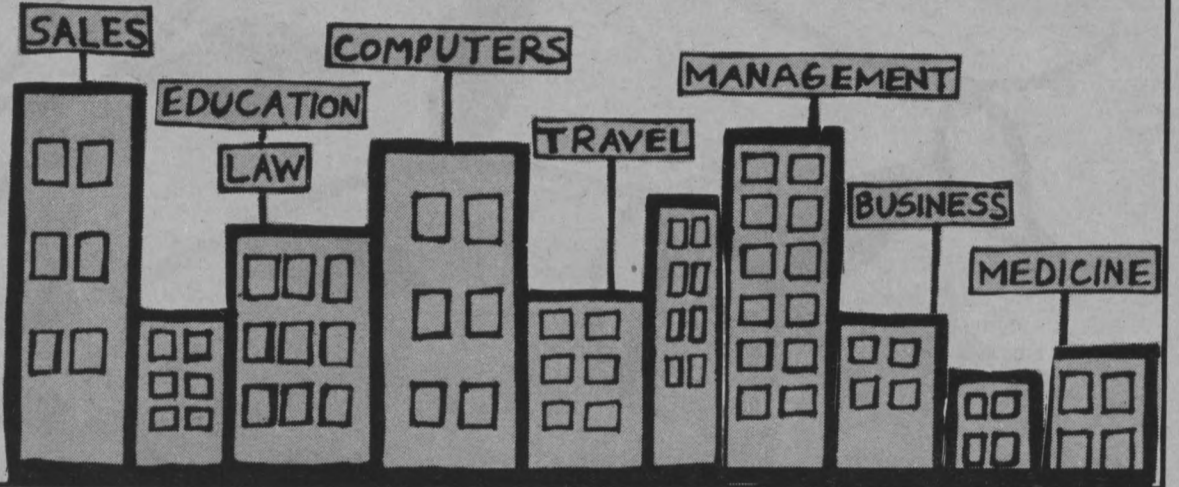
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Contents

Job Search Strategies	3A
Job Search Resources	3A
Sexual Harassment In the Workplace	4A
Capitol Hill Program	4A
Test Your Career Awareness	5A
Employment Outlook for Santa Barbara	5A
Dressing for the Professional Look	6A
Resume Construction	6A
ROTC & Peace Corps	7A
The Transition from Student To Employee	8A
Test Your Future Goals	8A



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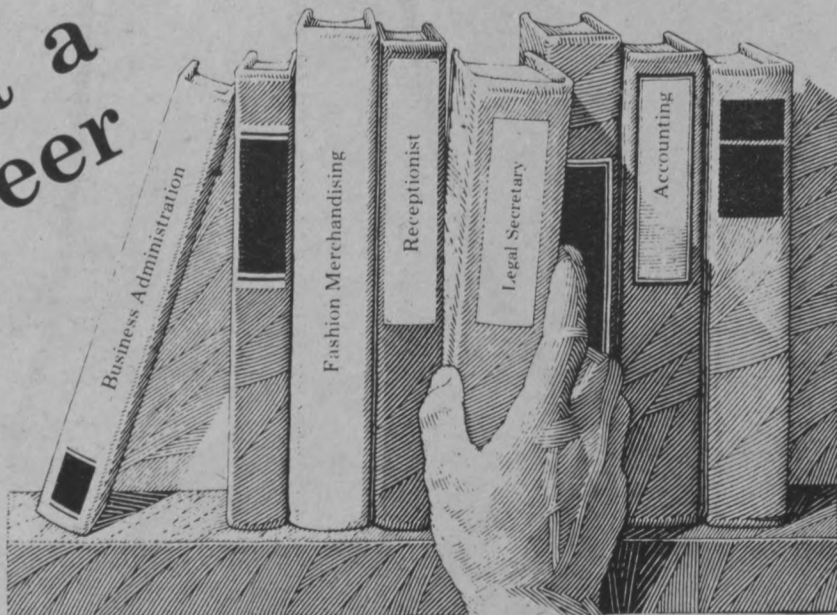
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Job Search Strategies: Not for Seniors Only

Reducing Stress Increases Success

By Janell Pekkain

What are you doing after graduation? Okay, what are you doing after your summer in Europe? Most of us are planning to enter the job market in some capacity that, of course, is exciting, challenging, financially rewarding, and exactly what we want to do. How does one find the "ideal" job and where and when do you look?

These questions do not have short, compact, magical answers but there are strategies to make the job search more productive. The job search is a process in which research, preparation, and time are involved. Terence E. Lem, a recent UC Berkeley graduate, stressed the importance of doing something everyday, whether it is making phone calls, updating your resume, or polishing interviewing skills. The process requires time and consideration. Freshmen and sophomores can decrease job anxiety that many seniors feel by starting the career search early.

The first step is to focus your career interests. Ask yourself what you want to do, and where do you want to be located. For example, to say you're interested in business is too broad, what aspect of business

interests you? What skills do you have and what skills would you like to develop? It is important to narrow your career goals so that your time is well spent. The more specific your goals are, the easier it is to focus on effective job search strategies. You can spread yourself too thin if your energy is branched out among many career options.

The second step is research. After you have specified a career direction, plan your strategy by learning as much about it as you can. Some questions and areas you may want to research are:

- Product or company trends
- What are the necessary skills?
- What is the company structure?
- Who are the competitors?

Magazines, newspapers, company brochures, catalogs, workshops, and one of the most important — other people — can help you find this information. Informational interviewing is an opportunity to get first-hand knowledge about a career. Employers are usually happy to talk about their work and you have the chance to ask questions that may not be appropriate during an actual interview. Informational interviews are also a great way to make contacts for future employment.

After you have narrowed your

field of interest and appropriately researched jobs, the next step is compiling a resume. A resume is a clear and concise piece of information about yourself that you want to lead to an interview. The objective should be specific and the body of the resume should contain information about yourself that is relevant to the job for which you are applying. Every resume is different because every person is different, so take this opportunity to be as creative as possible. Formate your resume to fit your personality, skills, qualifications and experiences. Remember, you want to interest the interviewer.

Along with your resume, send a cover letter — the two are like peanut butter and jelly, it's an inseparable combination. The cover letter is just as important as the resume because the resume may never be read if the cover letter is not effective. Here is another opportunity for creativity. Try to address the letter to a person not a department. One way to find the appropriate names is to call the office and ask. When you talk with the secretary, be sure to get his or her name and insert it in your cover letter. After all, it usually is the secretary who screens the hundreds of applications before the personnel

director sees them. Wouldn't you be more interested if you saw your name mentioned in someone's cover letter?

Finally, the interview. One of the most important traits interviewers look for in applicants is enthusiasm and a positive attitude. The best way to radiate these traits is to feel confident, knowing you have thoroughly researched the field and the company for which you are interviewing. A tip from a career advisor during the interview is to avoid negative comments and to always be prepared. Don't forget to follow-up with a thank-you letter.

The four steps outlined are a guide for your own research but by no means absolute. The job search varies from individual to individual.

The strategies employed are determined by your creativity, persistence, and willingness to explore and take risks.

Job search strategy skills are not for seniors only; freshmen, sophomores and juniors can begin their job search by researching potential fields. The process often begins by discovering what it is you don't want to do. Another advantage to starting the search early is the opportunity for you to participate in an internship or two — one of the best ways to learn about a career.

Don't despair if you are a senior and have not begun your job search, but don't postpone it any longer! Expect success and you will eventually get it, along with the career you were searching for.

Invaluable Resources For The Job Search

By Donna Pugh

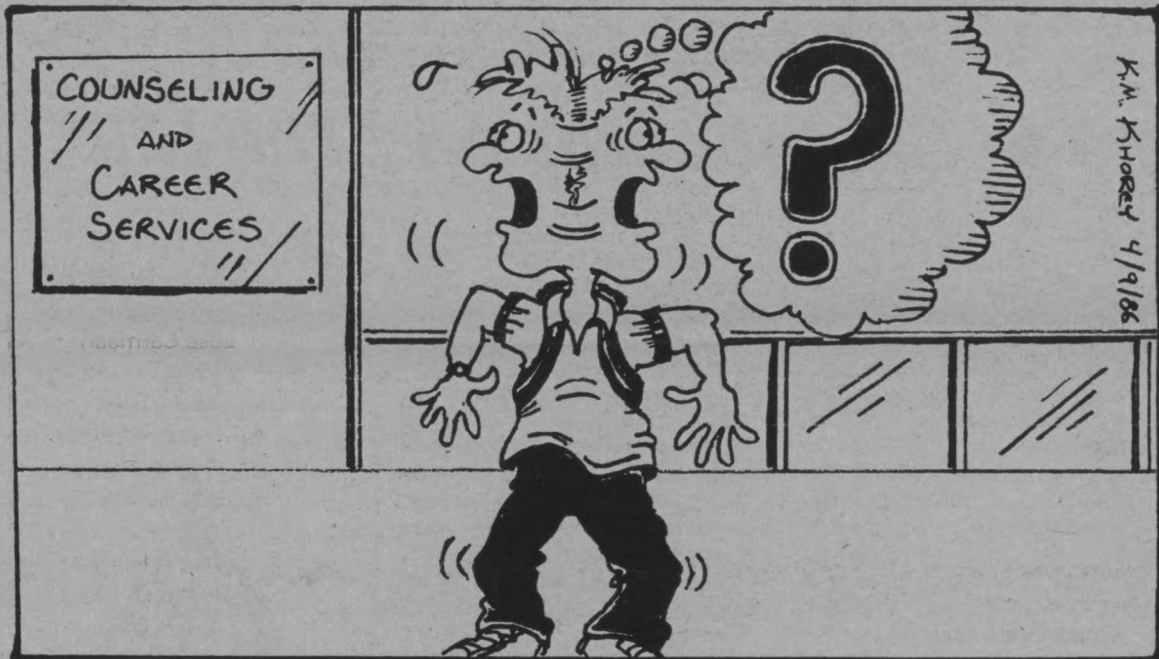
The following are some examples of the information and resources available to students at the Counseling and Career Services:

- resume, interview skills, and job search strategy workshops
- drop-in career counselors to assist you with your career search concerns
- on-campus interviews
- employer information
- College Placement Council (CPC) annuals of employment opportunities for college grads
- job clubs for specific majors
- career binders and dictionaries which outline

specific duties, educational requirements, and opportunities for different careers

- UCSB Alumni Guide
- Sigi: a value clarification computer program
- Videotapes on specific careers, companies and interviewing skills

And don't forget the career peers, who will assist you with job search needs. We invite you to come by and see us about the PinkCen services, or any other career-related questions you might have. Seniors, we hope to see you soon; undergrads and women, it is never too early to start developing strategies for your future career search.



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SEXUAL HARASSMENT:

Protect Yourself in the Workplace

By Amy Siegel

Susan, a 22-year-old UCSB graduate with a bachelor's degree in economics, landed her first job at an accounting firm only three weeks after her graduation in June. Her direct supervisor, a man in his late 30s, hinted to Susan one day that she would receive a promotion and a substantial raise for "being a little more friendly" after work hours.

Susan is a fictitious person who could be any woman. She is also a victim of blatant sexual harassment. Yet, women as well as men can be sexually harassed in the workplace through innuendo and more subtle means than overt requests for sexual favors. The best way to avoid and combat sexual harassment in the workplace is by knowing how to identify it and effectively put an end to it.

"They (students) don't think it will happen in a professional setting. They think the standard of behavior will be different in the professional world, but it isn't," said Leslie Zomalt, education coordinator of the Women's Center's Program to Prevent Sexual Harassment. "Often it's a matter of belief and recognition ... it can be so blatant you don't believe it."

Sexual harassment is an illegal form of discrimination which breaks Title VII of the 1964 Civil Rights Act and Title IX of the 1972 Education Code, a law prohibiting sex discrimination against students and employees in educational institutions. According to literature compiled by UCSB and the Women's Center, sexual harassment includes:

- subjecting a subordinate employee to unwanted sexual attention
- attempting to coerce a subordinate into a sexual relationship
- punishing, or threatening to punish, employees who refuse to comply with demands of a sexual nature
- engaging in conduct of a sexual nature which has the purpose or effect of interfering with an individual's performance or creating an intimidating, hostile, and/or offensive working or learning environment
- indicating that a subordinate must involuntarily engage in

sexual activities to keep his or her job.

Sexual harassment can also come in more subtle forms. It can be offensive personal jokes, comments about one's body, pressure for dates, and unwanted physical contact, such as pinching, Zomalt said. Although men are sometimes sexually harassed by women in the office, most victims are women and involve a man in a position of power over a woman.

"Our inference is that students may lead a very sheltered life on campus and may not be prepared for sexual harassment in the workplace," said Assistant Vice Chancellor Harlene McAda, UCSB's grievance officer for sexual harassment. But college graduates entering the workforce

"Our inference is that students may lead a very sheltered life on campus and may not be prepared for sexual harassment in the workplace."

— Harlene McAda,
UCSB's grievance officer
for sexual harassment

should be prepared because sexual harassment is pervasive in today's working world.

According to a 1976 study conducted by Redbook Magazine in which 9,000 women were surveyed, almost nine out of 10 women said they had experienced some form of sexual harassment on the job. And 45 percent of those women said that they or another woman they knew had quit or been fired from a job because of sexual harassment, the Redbook survey found.

Yet, only about seven percent of sexual harassment victims report it, and most women opt to handle the problem themselves, Zomalt said. "It's a last resort to report it. It's un-

comfortable and difficult to prove ... you don't necessarily have a legal case," she explained. "Fewer people will report sexual harassment than will report rape."

College graduates entering the work force as well as any working student can take several precautions to avoid being sexually harassed at work. "You can set the tone of your working relationship with people early in the job, whether you're going to mix pleasure and work," Zomalt said. Zomalt suggested that women find out the ethical standards of their professions and whether co-workers are forbidden by company policy to date.

Women should also "stay back from office politics until you've had time to size them up," before forming friendly alliances with male co-workers, Zomalt said.

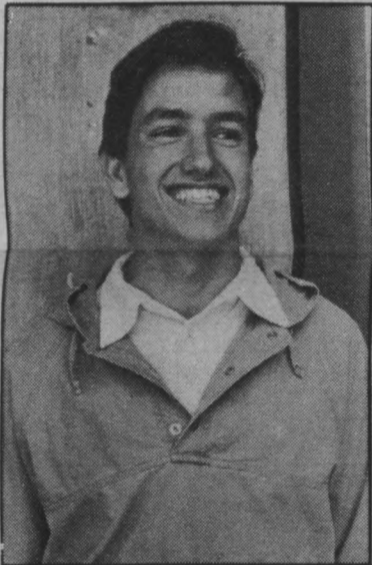
McAda added that women must set priorities regarding their work goals at a specific job by deciding whether they want male co-workers to reconfirm physical attractiveness or consider them to be professionals.

"I think the best thing a young professional woman should learn to do is smile and say 'thank you for the invitation, but I never mix my professional and social life.'"

If a woman experiences sexual harassment on the job, McAda advises that the woman be assertive and confront the offender. "The first line of defense is yourself," she said. Women can also seek help from the Office of Civil Rights or a private attorney, she added.

Zomalt agreed that confronting the offender is the most effective way to end the harassment. "Deal as directly as you can with the issue. ... Say 'that makes me uncomfortable and I can't work.' If a woman does not want to directly confront the person, she can write a letter identifying the offending behavior, explain that she dislikes it, and request that the offender change his behavior, Zomalt said.

"Men are grateful when it's dealt with openly and directly," she said, adding that many men are bothered by the inappropriate actions of their male co-workers. Women who decide to pursue a formal grievance against the offender should keep a written account of dates, places, times, and witnesses, as well as the nature of the harassment.



PATRICIA LAU/NEXUS

From Senators to Skateboards on "The Hill"

By Don Lubach

Every quarter, a few dozen UCSB students fly to the East Coast — Washington, D.C. — just to try out careers. It's almost unusual.

They live in Virginia or Georgetown or on "The Hill." They ride the metro to work dressed in blue blazers and expensive shoes. At night, they join other students from New Mexico, Ohio and UCLA for drinks at the Third Edition or Poseur's (Del Playa parties with dress codes).

These UCSB students go to the nation's capital to get career-related experience on the Capitol Hill Program. It seems like an extravagant way to find out what work is like, but when you talk to these Washington interns, you find that their stories are like religious testimony. "Best thing I ever did," most of them report.

I was a Washington intern last spring. And I tell my friends the same type of thing — it was unreal.

You needn't be a political science major or a politician to learn from Washington. All you need is a plane ticket and a place to put your suitcase when you land. Psychology majors go to Washington (I met one) and so do Communication Studies majors — because that's what I am and I went.

The program is operated by students who help their peers contact congressional offices, interest groups, and other employment leads. They even set up housing if you let them. The idea is to keep up the flow of UCSB students into the capital. Those who choose this route to Washington need to apply a quarter or two in advance to ensure placement.

It's not all that extravagant to get job experience back East. Those who mind their pennies will find the cost to be less than a quarter at UCSB. Some interns get paid for their efforts. And as plane fares decrease, so do the excuses for putting off an internship in Washington.

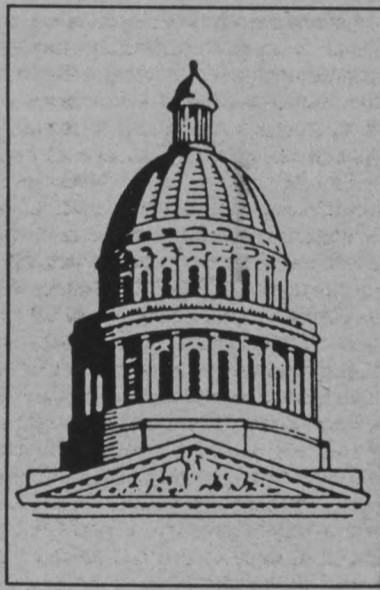
I wanted to learn about broadcast news and ended up at the White House behind Sam Donaldson as he roared out questions at a passing President Reagan. I also operated cameras for interviews with some of the world's biggest newsmakers.

Many students write papers for academic credit at UCSB upon their return. Interns must make these arrangements with their major departments before they go; some departments demand about 30 pages for four units. The only way to get units is to work it out on your own.

Washington is a fun place for UCSB students. Georgetown is a nice counterpart to our own Isla Vista. At night, it carries the same spirit and energy, and there's nothing like exploring the city's museums with a Walkman cranked up to 10. For those of you who ride skateboards — don't leave them at home. You can get from uptown in Georgetown to the White House in about 10 minutes. (It's an hour by bus.)

Friendly people and learning

opportunities abound in the bee-hive climate of Washington, D.C. You can put aside your blue books and tar-covered beaches for the opportunity to learn on Capitol Hill. Don't forget your skateboards.



"I wanted to learn about broadcast news and ended up at the White House behind Sam Donaldson as he roared out questions at a passing President Reagan."

— Don Lubach

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Do You Know Your Career Goals?

The following test is not scored on a pass/fail basis. It is simply a quick tool for your guidance to help you narrow down your career goals.

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. persistence, 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 experiences, your leisure time activities?
5. Can you list five things (based on your past experiences) that you want to have in your career?
6. Can you list five things (based on your past experiences) 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 contributions 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 employed in your field of interest 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 the 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 interested?
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 your 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 objectives?

What do you know about Job Research?

1. Have you considered ways of developing job leads other than advertised listings or on-campus interviews?
2. Can you name at least five employers whom you plan to contact in the near future regarding employment?
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 attacking its problems, contributing 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 applying in terms of the employer's needs?
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?

Employment Opportunities in Santa Barbara Are on the Rise

A sunny employment outlook lies ahead for Santa Barbara in the springtime months of April, May and June, according to a new Manpower Inc. Employment Outlook Survey.

"The Manpower survey for the second quarter of 1986 indicates that 29 percent of the employers in our area say they will add staff this spring and 6 percent expect staff reductions," said Jeanne Healy of Manpower's Santa Barbara office. "Another 59 percent foresee no changes in employment rolls and 6 percent are uncertain of hiring plans."

A year ago at this time, only 13 percent expected staff increases and 3 percent anticipated reductions. Last quarter, the outlook was more variable, with 27 percent forecasting increases and another 27 percent predicting cuts.

Nationally, employers are optimistic about the springtime employment picture as 26 percent of the more than 12,500 employers polled anticipate staff additions and only 7 percent foresee cuts. Here in the West, 23 percent of those polled say they will add staff and 8 percent expect reductions.

In Santa Barbara, employment opportunities are predicted by durable and non-durable goods manufacturers, the transportation/public utilities sector, wholesale/retail merchants, and finance/insurance/real estate firms. Other industries should remain at present levels, the survey found.

Manpower Inc., a temporary service agency, conducts the Employment Outlook Survey on a quarterly basis. It is a measurement of employer in-

tentions to increase or decrease the permanent workforce. During its 10-year history, it has been a significant indicator of employment trends. The survey, conducted during the last two weeks of February, is based upon telephone interviews with over 12,500 public and private employers in 385 U.S. cities.

Some regional differences were noted in the survey results, principally a weakness in hiring plan strength in the Western states area compared to other areas of the country. The Midwestern and Southern areas show a better than average outlook while the Northeast is average. The one bright spot in the Western results is a strong showing in predicted hiring in Durable Goods Manufacturing, which is above the national average.

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Dress for the Professional Look

By David Karow

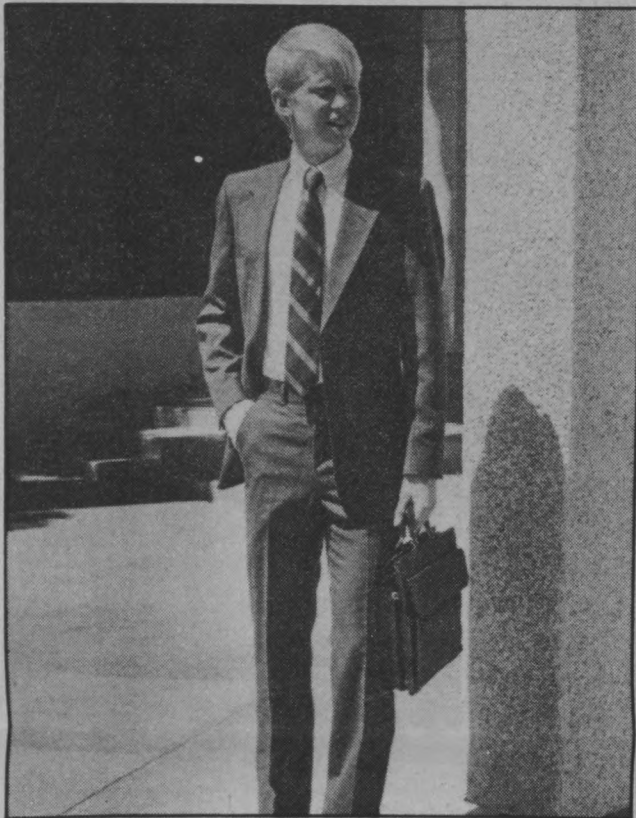
The one thing people see about you every day at work is what you wear. No matter where you end up working, your choice of attire can work for or against you.

In some environments, the man or woman responsible for evaluating or promoting you may speak with you less than five minutes per day, but your appearance is seen and absorbed all day long.

Some environments place a higher demand upon your ability to "dress for success" than others. Without question, clothing holds back otherwise qualified employees in the banking industry, said Chuck Loring, a UCSB graduate who worked at the Bank of America. Loring now owns several clothing stores, including Loring and Company at La Cumbre Plaza.

Regardless of the career you seek, "investment dressing" can work to your advantage, beginning with your first interview. Here are some basics tips for interview and successful dressing:

- Dress conservatively. People do not assume you can dress up, but they assume you can dress down.
- Your first suit should be neutral, not recognizable over multiple interviews.
- Use accessories. They can be inexpensive and may be used



Dave Karow models a suit typically worn by Santa Barbara businessmen.



Dave Karow and Eva Gutierrez take a break from their hectic workday downtown.

to create different looks for the same suit.

- Be sure your accessories and physical appearance are consistent with your outfit. "The wrong pair of shoes can ruin even the best suit," Loring said.
- Wear your hair in a style which is appropriate for your workplace. According to Loring, "hair is especially a problem. Many people do not put the care or consideration into their hair style. If you are dressed conservatively, don't come to an interview with spiked hair."

Photos by Robert Varela
Clothes courtesy of Loring and Co.

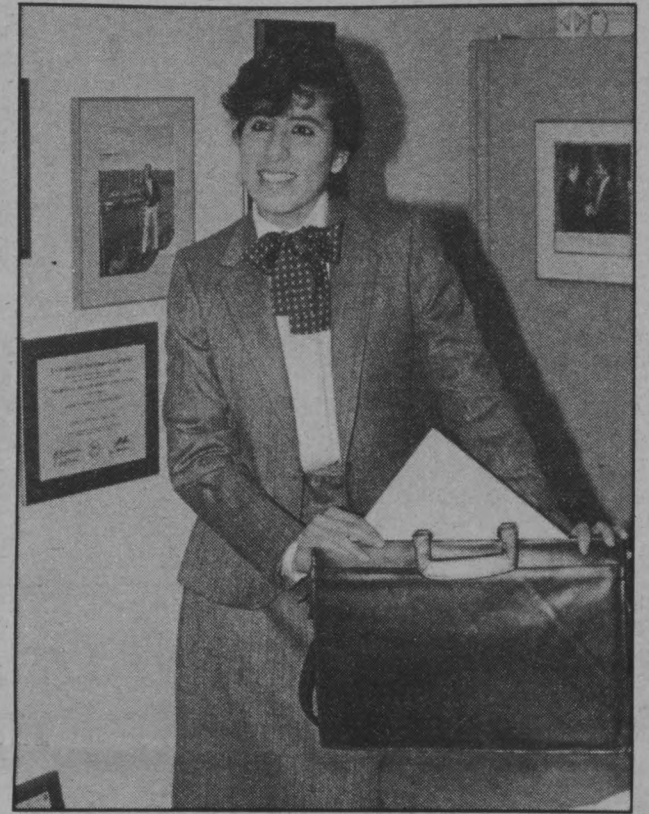
- Keep fragrances and jewelry to a minimum. "For everybody that likes your fragrance, it is considered that there are two people who do not like it. What's worse, the smell lingers in the room after you leave," Loring said.

- Women should opt for a neutral (skin tone) hose color, and should carry either a purse or a portfolio, but not both (otherwise you'll end up juggling them when you shake hands).

- Lastly, you are best off buying at stores where in-house tailoring is included in the price, offering the salesperson incentive to fit you right from the start. "Tailoring is the single most expensive part of the garment," Loring said. At \$40 an hour, major adjustments to the body could cost \$100.

On the job, you will learn more about the company's culture and expectations, and you can adjust your wardrobe accordingly. Bear in mind that what you wear can say a lot about your goals. If you seek advancement, dress where you want to be next, not where you are now. Those who see you working will assume you belong in a higher position.

Loring offers some final advice for the newly hired. "There is a temptation to buy frills and luxuries with that first wave of paychecks, but your boss and your co-workers do not see your skis or your stereo," he said. By dressing for "where you want to be and not where you are," you can make clothing an asset truly worth investing in.



Eva Gutierrez models a fashionable suit, complete with pleated blouse and bowtie.

Professional Resumes Can Enhance Your Chance

The following are some useful tips to follow when writing your resume, as well as some samples of completed resumes.

- Be sure to identify yourself at the top of the resume. Include your name, temporary and permanent address, and phone number.
- State your objective, a specific

statement clarifying the position for which you are applying.

- Include your work experience - past jobs or internships. But only list the ones that are relevant or related to the position for which you are applying.

- Describe your education and training. List colleges you have attended and degrees you have attained. You may also want to briefly mention related skills, specialized training or knowledge of foreign languages.

- You may want to include personal data such as awards, activities and honors you have received.

- At the bottom of the resume, say something like, "References available upon request," and have a prepared list of at least three references ready to send to an employer if necessary.

- Format the resume to emphasize your qualifications, depending upon your strengths. For example, if you are stronger in the area of education rather than work experience, stress the skills you have developed through your curriculum.

- Be neat and concise. Try not to exceed one page or ramble when you describe your experience. Do not let

specific dates clutter the resume and detract from the important information.

- Be creative. Make your resume stand out above all the others so the employer or interviewer will remember you.

- Make the resume look professional. For example, you may want to use heavy weight paper or colored paper. You can also have the resume professionally typeset, using different typstyles and lettering.

- When writing the resume, use

action verbs to describe your experiences or qualifications.

- Do not forget to revise and update the resume over time. If you find that your old resume is not working for you, restyle or rewrite it, or try a new approach.

- Janell Pekkain and Amy Siegel

JOHN Q. STUDENT

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

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

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

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

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

WORK EXPERIENCE: Assistant Night Production Manager University of California, Santa Barbara Daily Nexus Assist with the design, layout, pasteup and proofreading of regular newspaper and advertising supplements. January 1984 - present Sales Clerk/Assistant Lead Universal Studios Tour, Inc. Cash register duties, camera sales and repair and photographic advice. Management position included sales clerk duties in addition to responsibility for opening and closing banks, rendering stock, new employee training, and customer relations. Summers of 1980 - 1984

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

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

REFERENCES: Available upon request.

The following is a brief list of some strong action verbs you can use in your resume to describe yourself.

- | | |
|--------------|--------------|
| Achieved | Founded |
| Administered | Improved |
| Analyzed | Implemented |
| Arranged | Increased |
| Assisted | Innovated |
| Consulted | Interviewed |
| Controlled | Invented |
| Converted | Managed |
| Created | Maintained |
| Conducted | Negotiated |
| Delegated | Operated |
| Demonstrated | Participated |
| Designed | Performed |
| Developed | Planned |
| Devised | Prepared |
| Directed | Promoted |
| Engineered | Provided |
| Established | Researched |
| Evaluated | Served |
| Expanded | Supervised |
| Financed | Trained |

Jane Q. Student

2000 Del Playa #2
Goleta, California 93117
(805) 685-0000

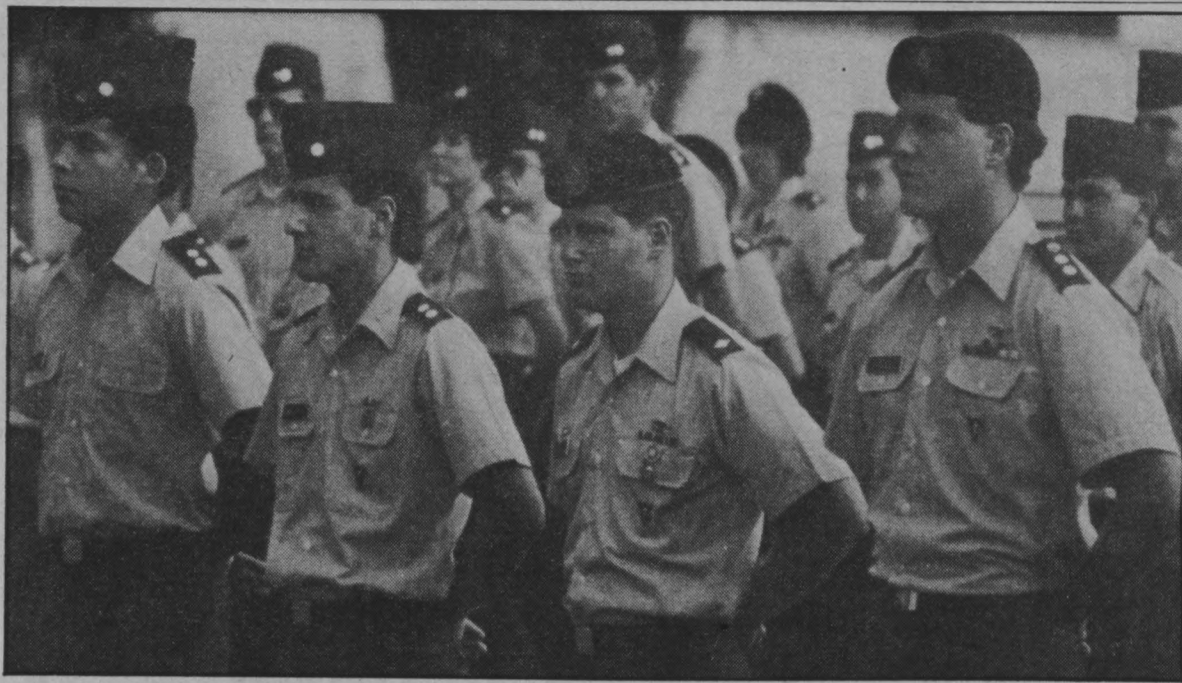
Objective
Position in news organization with potential for growth towards national political reporting.

Work Experience
Editor-in-Chief, UC Santa Barbara Daily Nexus, June 1985 to present. Direct operations, news coverage, editorial content, and layout, and supervise staff of approximately 200 of the daily campus paper with a circulation of almost 20,000. Covered 1984 Democratic National Convention, national congressional and state assembly races, local politics and campus affairs.
Contributor, UPI, AP, Goleta Sun, Lompoc Record, UC Berkeley Daily Californian, and UCLA Daily Bruin. Have contributed stories to each organization on local and campus activities including visits by John Anderson and William Mondale.
Reporter, Editor, KCSB Radio, June 1985 to September 1985. Gathered, wrote, coordinated and anchored 15-minute midday news report one day each week for the community service broadcasting station at UCSB.
Managing Editor, UC Santa Barbara Daily Nexus, June 1984 to June 1985. Daily layout of a 12- to 24-page paper, supervision of press releases, public service announcements, paste-up, and use of Micro-Tek VDT, system 1100. Have also served as Campus Editor, Staff Writer.

Related Activities
President, California Intercollegiate Press Association, March 1984 to present. Coordinate activities of statewide organization with over 40 college media organizations as members. Planning and organization of yearly competitions and conference, publication of quarterly newsletter.
Member, Investigative Reporters and Editors Association, September 1983 to present. Attended educational seminars on cultivation of sources, planning for long range projects, investigation of city government, and writing investigative reports.

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

References available upon request.



UCSB cadets in the Reserve Officers' Training Corps practice a drill to enforce discipline and improve leadership skills.

ROTC & PEACE CORPS:

An Answer to the Call of Duty

By Peter Most

So, you've got a college degree. You might say "Big Deal." Your college education has probably been the most valuable experience of your life, but will it get you a job? The answer is only a definite maybe. Employers seek the well-educated and the experienced, leaving recent college graduates in a bind: where can they get the experience?

For many the answer is ROTC or the Peace Corps, two organizations with different aims, but a similar ability to give students the experience desired by corporate America.

Students who seek success after college have found that these two diverse organizations offer enriching (and resume enhancing) experiences which increase their marketability in today's crowded job market. Experience is now considered the carte blanche that a college education once was, and the ROTC or Peace Corps experiences are particularly valuable.

Both organizations stress leadership, communication and organizational skills, as well as problem analysis — all skills corporations desire in their prospective employees that aren't readily available through college curriculums.

Students interested in ROTC enroll while undergraduates, taking ROTC classes and completing exercises along with their regular college classes. Upon graduation, an ROTC cadet enters the army as a Second Lieutenant and must either serve at least three years in the army on active duty or join the Army Reserves.

"A student coming out of college has proven he can handle the academics and theory, but hasn't proven himself in the workplace," says UCSB ROTC coordinator Captain Michael Cervone. "ROTC and subsequent service in the military provides the practical proving ground for management and leadership ex-

perience, experience which companies look for."

J.C. Hausma, Executive Director of Personnel for Ford Motor Company, agrees with that assessment. "We look for leadership abilities in those we employ. We believe ROTC experience is one healthy breeding ground for many important leadership qualities."

Another route students take to garner experience before embarking on a career is the Peace Corps, an organization which sends volunteers around the world. The 62 host countries, primarily Third World nations, desire volunteers in fields as varied as agriculture, masonry, engineering and home economics.

To become a Peace Corps volunteer, one must be at least 18 years of age (though most are at least 21), a U.S. citizen, and must possess some skill requested by the host country. A Peace Corps volunteer will generally spend two years in a host country, initially going through up to fourteen weeks of cross-cultural training, language instruction and job orientation, and then serving the remaining time in a village where their particular skill is in demand.

A volunteer who lives abroad is enhanced by working with different peoples with diverse cultural backgrounds. "I do encourage recent college graduates to think about the Peace Corps. It is a great experience, particularly if they are thinking about a subsequent career involving international commerce and industry," said George J. Clark, an Executive Vice-President for Citicorp Bank.

Peace Corps recruiter James Schenck stresses that corps volunteers are prized by corporations for their experience and problem-solving ability. He also feels that the mention of Peace Corps experience in a job interview or on a resume is a definite advantage.

"When an employer looks at your resume, Peace Corps looks very good. Peace corps experience sets you apart, it shows you have that little extra something which might get you a job," Schenck said.

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UCSB Graduates Face New Transition

By Terrence Ireland

For some UCSB students, the end of Spring Quarter marks the beginning of a much-desired three-month break. But for others, it signals the beginning of the job search and, hopefully, a new career.

Transitions of any kind are seldom easy and the move from being a student to working full-time is no exception. "The difference is the lifestyle," said UCSB graduate Cheryl Bauer, who works for the American Indian Component of the Educational Opportunity Program. "In school, if you don't want to go to

classes, you don't go. With a job, you have to go and you have to be there on time," she said.

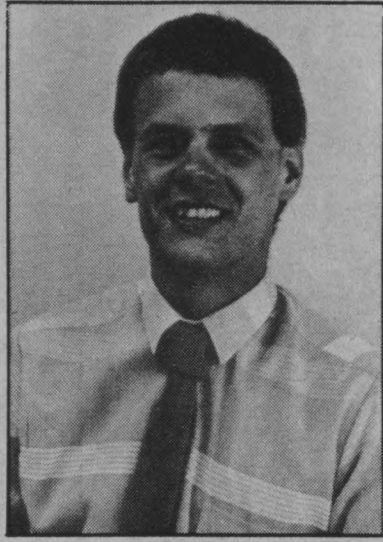
And according to Gary Haag, administrative assistant for UCen accounting, "You're looking on the other side of the fence."

Neither Bauer nor Haag prepared for their particular job while they were students, although they learned of job opportunities through the university. Haag, who has a degree in geography, found out about his job after working at the UCen cashier's office for three years. "I had to go through the interviewing process, but I had an advantage," Haag said.

Bauer, who majored in Speech and Hearing, checked with the university personnel office before graduating, but learned of the EOP position through a personal contact. "I went through a long process of searching ... (and) found out what there wasn't."

When Peggy Esslinger graduated from UCSB in 1973, it was "expected that when you got out of college you would get a good job," she said. "I did have trouble finding a job because I stayed here (in Santa Barbara)," because it is difficult to find a well-paying job in this area due to a tight market, she explained.

"You get rejected a lot," said Esslinger, who buys media space for Imagemakers, a Santa Barbara advertising agency. "It is difficult



Gary Haag

emotionally." While the move from the university to an office is usually filled with tension, there are still many bonuses. "It (working for the university) gives you a little more insight.... You get to see what goes on behind the scenes," Haag said. Bauer added, "You have to work a lot harder to keep from letting your brain atrophy ... (but) the stress factor is so much less." Bauer believes the university is an excellent place to work. "It gives me a chance to talk to lots of people ... and there are loads of benefits."



Cheryl Bauer

Take This Test: You May Need Career Help

By Kim Bertram

This questionnaire is about your life and your future. Take this short test; it may tell you something important about yourself.

Instructions: answer "yes" or "no"

- Should I be researching internship possibilities?
- Does my resume need to be revised or written for the first time?
- Am I confused about the whole problem of deciding on a career?
- Do I need to learn how to network with professionals in my field of interest?
- Do I need to learn more about employment in various occupations?
- Would I like to increase the number of occupations I could

- consider?
- Do I need to evaluate my strengths and weaknesses concerning career possibilities?
- Do I need assistance in helping make college more effective in preparing me for future career paths?

If you answered "yes" to any one of these questions, your present career plans may need to be broadened or you need more information about specific careers. If you answered "yes" to any two questions, chances are that you need some assistance on how to do a more effective career search. If you answered "yes" to three or more, come into the Career Resource Room at Counseling and Career Services. The time to start making career decisions is NOW.

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Applicants must hold, or qualify for, the appropriate California credential. In addition to the credential, all applicants must meet other district requirements, including selection and assignment standards.

CAMPUS INTERVIEWS: April 30, 1986

The district will schedule interviews for credentialed applicants in the following areas:

- elementary (K-6)
- elementary bilingual, Spanish (K-6)
- secondary regular and bilingual, Spanish (7-12)
- Mathematics
- Life Science
- Physical Science
- English
- ESL
- special education (K-12)
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 - Severely Handicapped
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Personal interviews for qualified applicants will be held April 30, 1986, on campus. Please call your placement office at 961-4411 to arrange for an interview.

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- An **Emergency Credential** may offer you an opportunity to teach to qualify, you need:
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 - **Bilingual Elementary Teachers (K-6)** — A bachelor's degree from an accredited college/university, verification of having passed the California Basic Educational Skills Test (CBEST) and passage of the District fluency examination in Spanish.
 - **Secondary Teachers (7-12)** — A bachelor's degree from an accredited college/university, verification of having passed the California Basic Educational Skills Test (CBEST), and course work in either mathematics, life science, physical science or English.
 - **Special Education Teachers (K-12)** — A basic teaching credential (elementary or secondary) and a minimum of 6 semester hours of course work in special education.
- The new **Teacher Trainee Program** provides an opportunity to earn a teaching credential while working full time as a junior or senior high school teacher. That means with full pay and benefits, and we provide all the course work you need to earn a clear California teaching credential. The Teacher Trainee Program isn't for everyone — but if you have a bachelor's degree with a major or minor in English, math, physical science or biological science, we may have a new career for you!

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