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**Counseling & Career Services
Spring Quarter, 1994**

Career Supplement

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College Debt Heavy On Shoulders of Grads

By Mike Feinsilber
Associated Press

WASHINGTON — Hillary Wicai has her dream job as a television reporter, but she can't afford the clothes that make her look professional on the air.

She's trying to pay off "an enormous debt, probably \$20,000 or \$21,000" for the year at Northwestern University's Medill School of Journalism that helped her land the job. And that's on a novice newspaper's salary of \$16,000 a year.

"All my clothes are gifts," says Wicai, who works for WLFI in West Lafayette, Ind. "Every single thing I have for work was given to me. My mother, my grandmother — they shop for me for bargains."

Millions of today's students must smirk when, studying Shakespeare, they come across Polonius' advice to his son Laertes, "Neither a borrower nor a lender be."

If they weren't borrowers, they wouldn't in college be. And after they get out, their debt can influence the course of their lives. A study finds that many graduates in debt postpone marriage, delay having a family, hold down two jobs, even put off medical care.

Much attention has been paid to college borrowers who default, but relatively little to the impact of indebtedness on the 12.5 million who ploddingly, month after month, pay off their loans.

Collectively they owe \$41.9 billion. Many are still in hock 10 years after graduation.

No time for these young people to backpack across Europe; no year off to "find themselves" — they've got debts to pay!

"There are students who would like to take a couple of years of their life and go to work in the nonprofit sector, and return something to their country before they mush on with their careers," said Victor Lindquist, director of placement at Northwestern.

"But they feel they are unable to do that and still meet their financial obligations. The clock begins ticking once you graduate."

For a variety of reasons — college tuitions have soared, more people of all incomes are enrolling and there are more loan programs available — more students are leaving school in debt.

As a step toward relieving these problems, Congress reformed federal student loan programs last year. President Clinton recently bragged about the changes.

The change will give students "the choice of repaying loans as a small percentage of income over time, which is a big deal for young people who know they want to do things that are personally rewarding but don't pay very much," Clinton said. "It will decrease the debt burden that crushes too many of those people and discourages them from spending a few years in lower-paying jobs."

Still, some educators think more could be done to relieve young people of starting careers mired in debt.

Northwestern's Kellogg Graduate School of Management is setting up a loan-forgiveness program for students who take low-paying jobs for nonprofit outfits or in government or teaching and Stanford University is studying compressing undergraduate work into three years to reduce the overall cost.

The above article is reprinted with permission from the Santa Barbara News-Press, March 13, 1994.

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FACT #1: "Want Ads"
Millions of job hunters shop the "Want Ads" every day. Yet, most don't realize that ads draw 200-500 applicants. "Want Ads" account for less than 10% of the jobs out there.

FACT #2: Employment Agencies
Less than 7% of all jobs are ever listed with agencies. Agency fees are typically too expensive for most companies to use.

FACT #3: Personal Networking
Some people spend a lifetime trying to stay networked. Family, friends, and coworkers make good references but this personal network is limited and seldom works.

The Southern California Career Network is a state-of-the-art, computerized method which matches up available positions to qualified individuals within the Network. It is an excellent source of summer, temporary, and part-time jobs, as well as full-time positions.

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How does an employer access the Career Network?

When a company is in need of someone, they call in a list of criteria, our Data Processing Center will plug in the information and access the applications which fit. The range of positions is from entry level to executive and everything in between. These applications will be immediately forwarded to the employer.

What employers use the Career Network?

The same companies that use "Want Ads" or employment agencies use this service. Because they do not pay a fee, the service is in high demand to pin-point qualified applicants. Most positions are from the hidden job market that most people cannot access. Companies range from Fortune 500 to small 1-person operations and everything in between.

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 - You will receive a copy of your application as it appears in the Network for verification.

Career Supplement Spring 1994

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Q: What if you could visit 1000 companies and fill out an application at each one in a total of 20 minutes and know that all of your information will be magically updated and kept current over the next 24 months?

A: When those companies are in need of someone with your background, whatever it might be (from entry-level to experienced), you will be called. You can have all of this and more by joining the Career Network. See the ad on this page.

An Open Letter To The Class of '94

By Lily Maestas
UCSB Career Advisor

As Spring quarter unfolds on campus it got me to thinking back to my own university graduations and wondering how things have changed since those days in the middle 70s that still seem so crystal clear to me and yet evoke shocked gasps from students when I tell them the year of my exit from student life. Some of you have, after recovering from the shock, uttered something about not having been born yet when I graduated from college. The remarks and the accompanying looks feel equivalent to being viewed as some ancient artifact that graces the halls of the National Egyptian Museum of Antiquities. I take heart that in my position as tribal elder in the eyes of the class of '94 I am allowed to reflect on my experiences before, during and after college graduation and speculate on what you might expect upon exiting the hallowed halls of the academy.

The first difference I notice is the numbers of you who actually participate in graduation ceremonies. When I graduated with my B.A. I finished my course work in March and immediately boarded a plane to, (no not Europe) but the destination point of my generation of graduates, Hawaii. Hence, when actual graduation ceremonies were taking place in Colorado in June, I was sipping Mai Tais in paradise with what was then my version of heaven on earth in swim trunks. Ceremonies for graduate school fell on

dent life. All of a sudden, BOOM! you're booted out of the academic nest with a hearty handshake, a fond farewell and what approximates a diploma. The real thing comes in the mail several months later providing you have paid all your outstanding parking tickets, library fines, and various other financial stumbling blocks on the road to degree city. What strikes me as odd and somewhat ironic is that you will probably receive your invitation to join the Alumni Association before you receive your actual diploma.

Come the first September after graduation when every one is buying their Big Chief tablets, pencil boxes and new school shoes, (I told you I was old), you somehow feel at a loss for what to do. You wander down the aisles of Long's and Sav-On looking at the new lunch boxes feeling the first real loss of academic rituals that have become so familiar to you. You realize that September has always been the "beginning" of the year for you, January first was when the grown ups thought the new year began but for you and your contemporaries it really began when you went back to school. Not so this year.

Many of you will begin professional positions right about now. After having spend three months back packing through Europe, waitressing and laying out on the beach, or frantically searching for some kind of work that validates your recent metamorphosis from student (ahhhhh) to "qualified college graduate" (aggggggggg!!!).

One of the major shocks for me was that I was no longer a student.

the same day as my 21st birthday and I was not about to wile away the day with 5,000 other graduates sweltering away in the noonday sun at Husky Stadium at the University of Washington. I did, however manage to keep my tassel and hood to convince my parents that I had indeed finished. Regrets about not going through ceremonies? Not really. So much for tradition. It was after all the 70s.

What struck me shortly after the end of my student life was that there is a great deal of attention paid to preparing for graduation and not much attention paid to what happens to your identity the first couple of years after you're done with your undergraduate work. Kind of like the energy that goes into a wedding often times forgetting that the marriage is what will require the majority of effort and adjustment.

One of the major shocks for me was that I was no longer a student. Do you realize that student is an identity you have had since you were probably five, maybe younger if you were in nursery or pre-school? It's an identification you have grown comfortable with, you've certainly mastered it over the years and others have come to value you within that context. You have adopted the uniform, lifestyle, language and cultural norms of stu-

You hopefully settle into your new job only to be confronted by your second major shock about life outside of school. You realize shortly after you start working that most of your fellow employees are older than you, often times have lives and activities that are very dissimilar from yours and that your social life is zero. One of the other plusses of school is a ready source of potential buddies that changes from class to class, from quarter to quarter. All of a sudden you are responsible for developing your own circle of friends, but from where, certainly not from the old farts you work with. You're not getting paid enough to join a health club and lunch out every day has caused your budget major problems, not to mention your new working wardrobe has created a credit card bill comparable to the combined national debts of several small third world countries. You spend several evenings a week on the phone, long distance of course, talking with your former college roommates about the good old days, only to realize that your telephone bill is going to be outrageous and that you need to be up at 6:30 a.m. in order to get a good parking place at work. At least the old Isla Vista parking shuffle will make

(See OPEN, p.10A)

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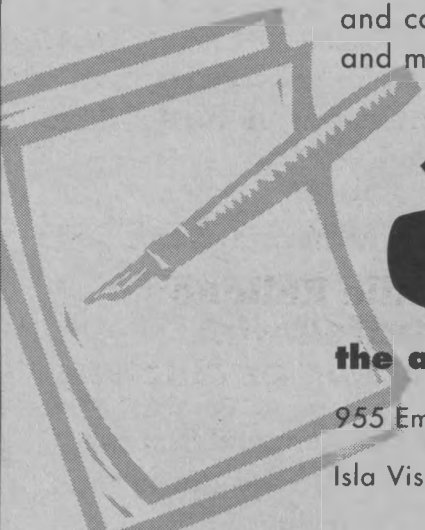


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The Summer Internship Connection

By Emily Greene
Peer Advisor

To be honest with you, I always thought that once I graduated from this fine institution, employers would be knocking down my door, begging me to work for their companies, and offering me outrageous amounts of money. I'm trying to pinpoint the moment reality hit, (I think it was the time my parents told me that they would rather have a dog than take me back into their home after graduation,) so I decided it was time to look at my pre-professional options while I was still enrolled in school. The key to getting pre-professional experience is getting experience through *internships*. I know the word is probably familiar to you, but, do you know what an internship actually entails? Just 10 to 20 hours a week, working with a local company, and in return for your extra help, they will provide you with some of the skills that you need.

Internships also serve a variety of functions. They are great resume boosters! They provide you with future contacts. They give you the chance to get your feet wet within a specific career area, before you dive head first into a field that doesn't live up to your expectations. Sound easy? It is. There is a whole segment of Career and Counseling Services that focuses solely on internships, and all you need to do is get yourself into the building and they'll start you on your way.

Now that summer is coming, it's a good time to consider getting pre-professional experience instead of spending those three months flipping burgers or filing papers. With so many students leaving the Santa Barbara area during the summer, the outlook for receiving a local internship is extremely favorable. There is no better way to get a foot in the door with a company than to begin by interning. A summer internship may also lead to a part-time job during the school year.

At the Applied Learning Program, located in the Counseling and Career Ser-

vices building there are a variety of local internships for which you can apply during the summer months. Over 300 organizations seek interns during the school year and summer. The internship program keeps a job description on file organized in binders for quick reference. The ten career areas offered through local internships are as follows:

- Accounting and Finance
- Business and Personnel
- Education
- Engineering, Science, Computer Science
- Graphics/Arts
- Health and Human Services
- Law/Planning/Government
- Marketing/Sales/Travel
- Media/TV/Broadcast/Print
- Public Relations/Advertising

All you need to do is to come to the Applied Learning Program, and ask about acquiring an internship. There are drop-in advisors available to students between 10 a.m. and noon, and 1 and 4 p.m. They will be able to answer your questions and start you in the right direction. It's that easy! But come in sometime before May 11, there are workshops to attend and deadlines to meet, and you don't want to miss out on these incredible opportunities.

If you want summer internships in other geographic areas, C&CS also offers two workshops entitled *How To Develop A Summer Internship in Your Hometown*. These will be held on April 14 for Northern California job seekers, and May 4 for Southern Californians. There are also a variety of national and international internships listed in the Applied Learning Program's archives, as well as internships for those who are completing their undergraduate degrees and are looking for experience. The sooner that you come in to take advantage of these great opportunities, the easier it will be to turn down the Help Wanted signs in the local fast food places. Try an experience that will benefit you for a lifetime.

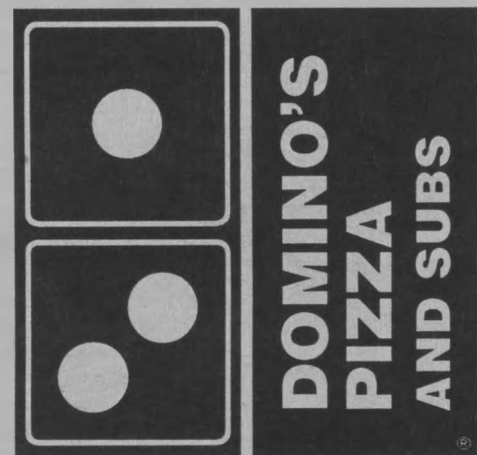
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Announcing ALL NEW WORKSHOPS for Spring Quarter!

WOMEN IN THE WORKPLACE

Cathy Feldman, editor and publisher of *Two Years Without Sleep: Working Moms Talk About Having a Baby And A Job*; and *Men At The Office: Working Women Talk About Working With Men*, will share anecdotal stories of how successful career women encounter and deal with pregnancy discrimination, glass ceilings, double standards, office romance, and gender communication in general.

TODAY!!

Wed., Apr. 13..... 5-6 pm

Refreshments will be served. Admission Fee: \$3.00

Co-sponsored by the Women's Center. The student Chapter of Women in Communications, Inc., and Counseling & Career Services

GETTING THE INSIDE SCOOP ON CAREERS AND EMPLOYERS

This workshop will train students on information interview techniques useful in soliciting insider information on emerging career fields, technologies and industries. Participants will leave knowing how to identify, set up and conduct information meetings with professionals in the fields they are hoping to get a job in.

Tue., Apr. 19..... 3:30-4:30 pm

GETTING A JOB IN GOVERNMENT

Representatives from local, state and federal government will discuss the types of entry level positions available to June graduates along with the procedures and strategies for getting in.

Thurs., May 5..... 4-5:30 pm

Co-sponsored with the UCSB "DC Alumni Club"

GETTING A JOB IN SMALL BUSINESS

With all the downsizing, the number of previous management trainee programs have dramatically decreased. The majority of new jobs in business are now being created with firms having 20 or fewer employees. June graduates need to understand how to research and approach small businesses in different ways in order to compete for these opportunities. A special panel of small business representatives will speak candidly on what is expected.

Wed., May 18..... 4-5:30 pm



Walk in the The Zia Cafe and enjoy Santa Fe decor with romantic seating on the balcony overlooking State St. Excellent cuisine from Santa Fe, New Mexico is both "hot" as in spicy and "hot" in popularity which is bound to bring you back for more. Complement your meal with our famous "Zia Rita Magarita". And nothing is better than finishing your meal with warm sopaipillas.

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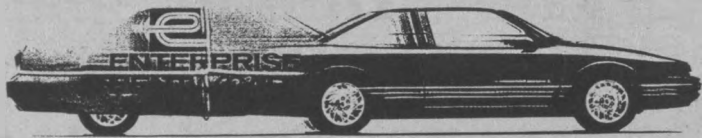
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Career

**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 will appear regularly in the Career Supplement.

This issue features Nicole Singer, Acting Director of the Alumni Vacation Center and a 1990 graduate from UCSB.

What was your major at UCSB, and how did you select your major?

I majored in Law and Society. I started out as a pre-med major, and decided it wasn't the path for me. I wanted a career where I could help people, this was always a factor. I basically got out the general catalog, looked through it and chose Law and Society because it was interdisciplinary.

What kinds of jobs and extracurricular experiences did you have at UCSB?

I worked at the University Children's Center and in other positions. I took a total of four internships, one was in law, another in children's architecture, focusing on creating buildings and recreational spaces designed for children. I also did an internship with a communications consultant and one with Systemetrics McGraw-Hill.

I was also a career peer advisor for three years, and I served on the Community Affairs Board as special events coordinator. I simultaneously worked, and took internships while I was a student at UCSB.

Your interests changed and you had a variety of internships. What did you learn from the internships?

My interests changed when I was in school, but with each new interest, I decided to have an experience that would allow me to test out my interest. With law, for instance, I learned that I didn't want to be a lawyer, but I still wanted to work in an area where I could help people.

With the consulting internship I learned what it means to be a consultant. Consultants are independent business people who have developed expertise in a certain area, and they market that expertise, that is basically their commodity. I learned that I wanted to develop an expertise area, to be the kind of person you would call when someone asks, "who's the best person in..." a given area. That internship galvanized my interest in the consulting field.

What I left with was not a specific career choice, but an idea of the elements I wanted in a career, and this was very important.

What has been the most rewarding experience from these experiences?

That in order to really know something, you have to get out and experience different responsibilities. That's the most important to you in a job, and I went to school, having the work experience helped me to do that.

Your internships have helped you decide on your major. How do you go about deciding on your major?

I spent a lot of time through various kinds of self-assessments, personality assessments, and I actually found out which of those fit me. I made lists of things I was interested in, and I went to school, because I had access to the information.

Your job search and career decisions. How would you describe your job search and career decisions?

I always stopped, took time to think about what I wanted from a work experience, and it was helpful in sorting out priorities.

I also tend to plan in two ways, one is to think about what kinds of things I want to do, and the other is to think about what I want to work in.

How did you learn to make decisions?

The decision making, assessing, and I learned as a career peer. I wasn't for the Career Center, but I went to really assess what it meant to you, your life, assessing what your goals are.

What did you do after graduation?

I was in an internship with a consulting firm when the internship was over, and I went to work as a junior analyst with Systemetrics from Jan.

What kind of responsibility do you have in your current position?

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really know what you want to do, you need to go
e different settings with different kinds of re-
t's the only way you can figure out what's im-
job, and I wouldn't have learned that just going
ne work and internship experiences were what
mat.

have been in a variety of areas. How did iding on an internship?

time through all of my years doing different
sments. I took career tests, computerized as-
sually found out that I had diverse interests
om being the kind of person I am. I wanted to
ose fit me the best. In terms of making choices
gs I was interested in, and I tried to find intern-
s. Being in the Career Center was helpful, be-
to the information.

nd career strategies have been successful. describe your process for making career

d, took time out to assess who I am and what I
experience. I make lists, and I find that to be
out priorities.

an in two to three year increments. I focus more
hings I want to be doing, what kind of environ-
ork in rather than picking a job title.

rn to do this?

king, assessment and evaluation are processes
er peer. I wouldn't be here where I am today if it
eer Center. Learning to make career decisions,
t it important to you, that's ongoing through-
ssing what you want and taking steps towards

after graduation?

ernship with Systemetrics McGraw-Hill, and
ip was over I stayed on with them. I was hired
analyst with a focus on health care data. I was
from January to September.

responsibilities does your current position

I'm the Acting Director of Family Vacation Center, which is
run through the Alumni Association. I have a staff of 35. We are
there to help families have an enjoyable vacation. We have a
program, we take care of the kids. I'm in charge of administering
that program.

What is the most challenging part of the job?

The most challenging part is that the job is multi-faceted, there
are a lot of different components to the job. Making sure the oper-
ations run smoothly is the bottom line and the biggest challenge.

What is the most gratifying aspect of the job?

Working with a student staff, and the response that we get
from the customers, the vacationers. They often comment that
this was the best vacation of their life and that makes it all worth-
while, having a student staff who really enjoy their jobs.

How did you get your present job?

After I graduated I traveled for five months throughout the
South Pacific. Before I came back I had applied to graduate school
at UCSB. Another thing I did before I came back was to sit down
and think about what I wanted to do when I returned to Santa
Barbara. I made a list of the kind of jobs I was interested in, the
type of responsibilities I wanted to have. I also made a list of the
people I knew in Santa Barbara, who were the good contact peo-
ple who may have some ideas on jobs. I did all of this before I came
back. Then I contacted the people I knew in Santa Barbara. I also
looked in the newspaper, as a matter of fact I found my job in the
newspaper. The position was the Assistant Director of the Family
Vacation Center. The job involved coordinating programs and
had a lot of elements I was interested in.

I actually made a pact with myself that I would have a job
within two weeks of returning to Santa Barbara. I applied for this
job and also applied for a job at City College and some other jobs. I
got four different job offers in the two weeks, some of the offers
were part-time and this job fit me the best. I was also able to at-
tend graduate school while holding a professional position.

Please describe your graduate program.

I just finished my master's last spring in Confluent Education,
I became very interested in group dynamics and organizational
leadership. I decided to continue on in the Ph.D. program, and it
fits well to be in a management position because I have applica-
tions for some of the organizational theories I'm learning.

What do you want to achieve in your career?



Nicole Singer
Acting Director of the
Alumni Vacation Center

I want to save the world, I want to make a difference in people's
lives. I really want to motivate and inspire people. I see myself
working in a capacity with business organizations involved in
community development, helping people to create better living
environments, to improve social conditions.

What do you see yourself doing in the future?

I've been working on a book about collaborative processes. I'm
looking at organizations that do work in communities to help re-
build them. I want to build partnerships between the business
sector and the public sector, to make maximum use of resources. I
want to work with a company that does this type of work, and
eventually I would like to start my own business.

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

To go out there and explore your interests. Don't think that be-
cause someone else knows exactly what they want to do that you
need to do the same thing. Use your time at UCSB to explore, and
remember that you can change your mind. This is an opportunity
that you will probably only have once in your life, to test out dif-
ferent kinds of careers and the luxury of testing your interests in a
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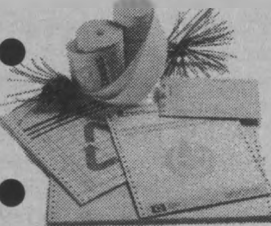
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Test Anxiety Management

By Jesse N. Valdez, Ph.D.
C&CS Counseling Psychologist

Many graduating students may soon be facing the ordeal of taking exams such as the GRE, GMAT, or the LSAT. Depending on how the exam takers appraise their situation and as the exam date approaches, many will experience tense muscles, upset stomachs, sweaty skin and even feel scared. These feelings are similar to when a dangerous or threatening situation looms on the horizon. What these exam takers are experiencing is test anxiety.

Many students do not even know they have test anxiety and are able to pass their midterms and finals anyway. Some students are more aware of anxiety, for example, when they prepare by putting in long hours studying for exams. However, when in the actual test situation they mentally block out and forget basic information. After the exam situation, the information returns — but it is too late! The upcoming graduate admission exams are more important and, therefore, the test anxiety is stronger and the tension, mental blocking, and the fear are likely to be more intense.

What can students do about test anxiety? There are many specific techniques that are cited in the popular self-help literature, but it is recommended that a safer and more effective way to learn about anxiety management is with a properly trained professional. There are some things that you can do, however, and the following is presented as an introduction to test anxiety management.

result in a sense of physical relaxation. Those who exercise are increasing physical tension but what is interpreted as relaxation is merely the reduction of the self-induced increased tension. It is important to understand that anxiety is also a mental process and increasing physical tension will not result in anxiety reduction.

Most people have to be taught how to relax. But not everyone can let go and relax. Some may view that as giving up. Our culture is very competitive and to be competitive is something you learn as a student. Remember that anxiety management can be a paradoxical process and, while learning a systematic way of relaxing is but one part of managing anxiety, letting go and learning how to relax can actually be a way of gaining power to do well on every exam.

The management of anxiety includes understanding how you cope with stressful situations and this depends upon your past experience and how you appraise stressful situations. For example, two persons in the same exam situation can have different reactions — one may feel afraid; the other feels challenged. The response depends upon the individual and how that person interprets the testing situation. Their interpretation depends on many personal factors.

Ask yourself the following questions. How do you cope with anxiety? What is your reaction when faced with a situation that you interpret as a threat? How do you respond? Then examine your ways of coping and determine if they are helpful.

After the exam situation, the information returns — but it is too late!

One main objective is to understand more about test anxiety. It is a normal psycho-physiological response most students experience at one time or another. There are different situation-specific aspects of anxiety. Some students experience anticipatory anxiety and have difficulty preparing for exams. Others are able to prepare for their tests but experience performance anxiety. Many students feel post-anxiety and continue to worry about how they did. And unfortunately, another group will experience all or a combination of the above.

Treatment interventions are developed, for example, depending on how, when, and where the individual is experiencing the test anxiety. Treatment will also vary according to an individual's personal characteristics and background such as gender, language, ethnicity, and other factors.

There are methods for managing test anxiety with a focus on controlling. However, I view the management of anxiety from a paradoxical perspective - in order to reduce test anxiety one has to avoid controlling a psycho-physiological process that is essential for coping with stressful situations. Therefore, learning how to manage a nervous system that works very efficiently is the goal. If you are anxious during a stressful testing situation, then your nervous system is working fine and it is helping you to cope with the stressful situation. Do not try to control it! Manage the anxiety and make it work for you!

Others talk about "anxiety attacks." Sometimes anxiety is perceived as having the power to *attack* — no wonder people are afraid of anxiety when it occurs during tests or other stressful situations! It is better to accept anxiety as a frequently occurring phenomenon that is very familiar and helpful.

Notice that I have not mentioned that popular prescription for stress and anxiety — "just relax!" A typical response to that overused statement is "You have got to be kidding!" Taking an exam that may determine your future career is no time to relax! The point is that sometimes the advice for dealing with test anxiety is viewed as contrary to what one believes one *should* do. A helpful suggestion can become another excuse for not learning how to manage test anxiety. In any case, even if you do learn how to relax, relaxation is not a cure-all. Some misconceptions about its helpfulness do exist.

There is a common perception that relaxation is achieved through exercise. Many people relax by walking, jogging, weight lifting, etc. and these activities re-

Or, if you view the exam as a threat, ask yourself what is contributing to that interpretation? Examine your beliefs about tests and about yourself in evaluative situations. As a result of this preliminary self-assessment, your usual way of responding may need to be modified.

Be sure to also assess your exam taking skills. Sometimes the difference between a student who does well and one who performs poorly is due to the lack of strategies for exam taking. Brain power by itself may sometimes work but anxiety may limit that edge. Practice taking exams and examine your test-taking strategies. At the same time, practice managing your anxiety. An important thing to remember is to *not* avoid stressful situations. Test anxiety management, like taking tests successfully, requires a lot of practice.

Many individuals may become anxious just thinking about an exam. They learn how to reduce their anxiety by not thinking about the test, and/or by denying the reality that they will *have* to take an exam. Others manifest their denial by procrastinating — they put off helpful preparation or even avoid learning new test-taking strategies. These coping responses can temporarily help reduce test anxiety but they also reinforce maladaptive coping. Anxiety can only be managed by putting yourself in stressful situations and by practicing how to manage the experience.

Finally, remember that anxiety is to be expected — you will not be able to be completely free of test anxiety. Anxiety as a positive motivator can be helpful if it is managed in a facilitative manner. A primary objective is to, if noting else, be aware of the anxiety and to not avoid it. Interpret your anxiety as a cue for you to initiate effective coping responses. Use the exam experience to learn how you deal with anxiety and adapt your coping responses. Focus on your exam as a learning experience and not as something to be dreaded.

The memory of an exam as a terrifying or doomsday situation can only set you up for more anxiety the next time you take a test. Tests and evaluations are events that will continue throughout your career. If you do not do as well as you expected on a given test, do not put yourself through more distress. Learn to increase your ability to do better in exams. Your chances of gaining entrance to the graduate school of your choice will improve by learning effective test anxiety management. Test anxiety management can be learned by working with a properly trained professional. Good luck!

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Career Seminar In Retreat

By Dennis Nord, Ph.D.
Associate Director,
UCSB Counseling
and Career Services

This is a true story about a student who took Education 164, the career development course, last quarter. The course offers three units in return for some hard work and introspection on behalf of the student. And there are some surprises as well...

Jillian (*fictitious name*) came to Ed 164 the first day and heard about the retreat we proposed to do three weeks later. She heard it was at a camp and that it would last overnight, two days in all. She wasn't

We know that starting a career is risky, personally risky due to rejections. "No, we don't have any jobs. No, we don't need new college grads. No, you are too qualified for the position. No, I don't have time to talk to you about the position. No, you don't have any experience, we want someone with experience." Even if the fear is unfounded, there are plenty of reasons to avoid the process of launching a career as long as possible. Of course that will be to the detriment of the career seeker.

We expected that if we could get students to overcome challenges with high perceived risk, then they would more easily attempt the risks they would confront

... she heard boring, inconvenient and threatening. She thought about dropping the course. After all it is purely an elective. But she didn't.

very keen on the idea of being in woods with a bunch of strangers overnight. Her idea of "roughing it" is to go to Holiday Inn with no pool! She asked the instructor about the experience. Where he said: experiential, interactive, and opportunity to learn from peers, she heard boring, inconvenient and threatening. She thought about dropping the course. After all it is purely an elective. But she didn't. She went to the first discussion group and thought, "This could be useful, I need to know more about careers and how to use my education once I finish school, maybe the retreat won't be so bad."

The day of the retreat she got up and packed her camping gear. She hesitated, *what am I doing? Why should I go out there and waste a whole weekend? He probably won't say anything anyway. I'm going to be missing my friend's party...* She got in the driver's seat and closed the door. Over the San Marcos Pass she noted how beautiful the valley is and how nice the day was shaping up. It was early! Here she was driving a mountain road at 8:15 in the morning to go to class!

The first Career Seminar in Retreat was Winter Quarter 1994. Seventy-five students from Ed 164 went out to a camp near Lake Cachuma for a weekend as part of their Education class on careers. They were expecting to hear lectures and perhaps enjoy being in an outdoor/camp environment. What they got was different.

They were confronted with a philosophy of "challenge by choice" that would make them lead with their body and show people what they stand for, literally. "Would you rather jump into your career after college or travel the resort circuit working your way to places you wanted to see?" As they got to know each other, they were involved in team challenges and in

in developing their own career. The risk of wanting something everyone says is impossible to acquire, might be overcome when it is clear the risk is social, not life threatening. It takes courage to attempt the unknown, it takes becoming your own personal hero, Laurence Boldt (*Zen & the Art of Making a Living*).

Late in the afternoon I talked with Jillian. She walked up and began talking. "I am so glad I came this weekend! I can't believe how much I've learned and how many good people I have met already. I feel like I am making progress in understanding about the career process and what I am doing at college for the first time. I didn't know I would be willing to take the risks I've tried today! I'm starting to feel I can try anything. The only failure is what would happen if I don't attempt what I want!"

We didn't know what students would do after the evening program was over. We lit a campfire and talked quietly for awhile. The students took an old game that is difficult even among friends, *charades*, and made a roaring success out of it. They took the risk to look foolish and play. Next day when we had students making spontaneous brief presentations, they picked it up immediately. The set from the past day made it easy for them to speak before the group.

This is an action oriented class. The theory and the research findings are the base on which to plan for action. Students take the concepts, theory and research and apply it to themselves. The rest of the quarter was their opportunity to make the most of the great start they made. It is a challenge to take a retreat experience as the beginning for change in your life. Life with its mid-terms and finals and papers and roommates and broken cars and parents with expectations are com-

She walked up and began talking. "I am so glad I came this weekend! I can't believe how much I've learned..."

the processing dealt with the theory about group leadership and roles. All of it tied back to careers. Brief lectures were punctuated by new challenges. "Now that you have considered why your major is history, I am going to interview you for a (hypothetical) job. Tell me what I should hire you with a history degree?"

Some of the challenges were physical and others were social or both. "Now that your group has succeeded at the A-frames what does that tell you about your role? What did you do to make this successful? Is this common for you? How will this work for you in your career?"

A major goal of the retreat is to deliver much of the career theory and concepts quickly in a way likely to be remembered. Therefore the experiential learning component was employed. When people take a risk they *remember*. When people use their entire body in a decision, the *learn* and *remember*. When people talk about situations without experience, they have trouble imagining and have less to recall.

elling distractors from life purpose. The on-going discussion sessions act as that catalytic renewal each week for students to share their successes and failures and to renew the understanding they achieved.

"Once I got to the wall, I knew it was impossible. I knew I would never get over it! Even with all the help of my team, it just didn't look possible. I thought, if I can get over this, anything else is going to be easy." Jillian was a success. She tried everything we thought up and made it work. She got feedback from her group about her team work and personal style. She heard theory about where she is now and what steps she might take next. She knew that even though this career search looked scary and unknown, she could out last and out think most of what was coming. Most of all, she learned that she could ask for help and offer assistance where the road gets hard. She was ready for the real world as she drove back over San Marcos Pass towards the campus.

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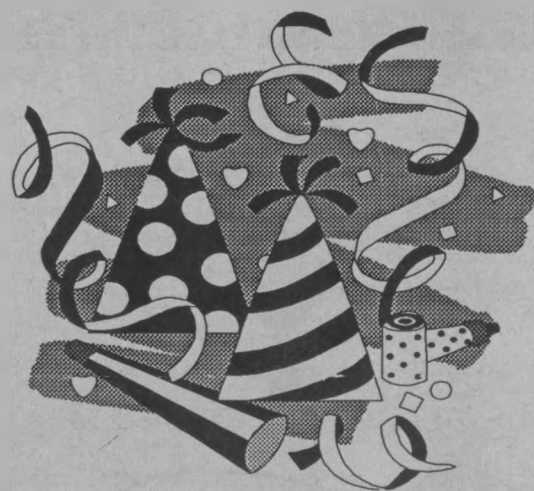
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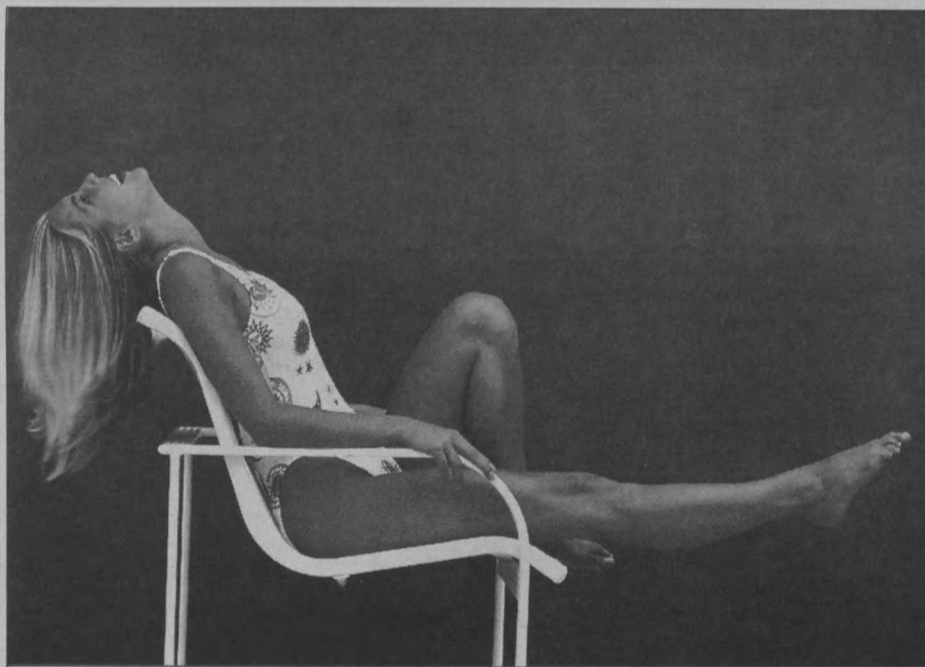
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The Smithsonian Institution offers approximately 700 internships, both paid and unpaid. Write to: Intern Services, Office of Museum Programs, A & I Stop 427, Smithsonian, Washington, D.C. 20560, or call 202/357/3102.

Applicants for summer jobs must be at least 16 years of age, and most positions require U.S. citizenship.

An Open Letter...

(Continued from p.3A)

you an expert at squeezing your car into the smallest amount of space on the block.

This brings me to the third adjustment to confront you during this time. That is the rhythm of your life. Up until now there was a certain amount of flexibility in your schedule. I know as students, you are very busy, but most of you will move heaven and earth not to have an eight o'clock class, and feel it is your right to receive special recognition at graduation ceremonies if you have had more than two of them in your entire college career. All of a sudden you have to get up every day to be to work at eight, and they expect you to be on time! You get an hour for lunch and are at work until five or later. It takes up so much of your time, when do they expect you to get anything done? Your rhythm of life has changed, you're more accountable for your time and you just can't blow off work and stay home and watch Oprah like you used to. It will take some time to adjust, to feel the bio-rhythms change and your schedule of doing things to redirect itself to accommodate the changes working full time demands.

continued education.

Some of you will find yourselves in the position of taking work that is not at all related to your long range career goals as a way to keep a roof over your head and cereal in the cupboards. Some of you will find yourselves piecing together two of three part time jobs. I understand what havoc this can do to your, by now, very fragile ego. But understand that this is truly one of the most difficult and profound transitional developmental stages in your life. You are having to re-define yourself within a context that is uncharted waters for you. Research has shown that the average college graduate will stay at their first place of employment after graduation anywhere from six to 18 months, but most will want to leave within a year. Often times college graduates will take their second job simply to get away from their first job and by the time their third job comes around they are ready to begin to make some decisions about their life's work based on some hard knocks but some well earned experience. Take heart in the fact that most of us have traveled this road on the way to our life's work. It is possible and highly probably that you will emerge from this period in your life with the kind of stamina and determination with which for-

But understand that this is truly one of the most difficult and profound transitional developmental stages in your life.

Probably the last shock I want to prepare you for is what I have labeled the "intellectual depression" that will set in as a result of your departure from academic life. I have heard former students complain about the fact that their co-workers are boring or don't really have anything interesting to say. Again, I think the crux of the issue is not your colleagues but that in fact up until now there have been people in your life whose most compelling professional responsibility was to intellectually stimulate and motivate you to learn. Whether they succeeded at this is not the point, but the fact remains that since kindergarten there has been an entire cadre of teachers, librarians, professors, T.A.s and other academic types who have provided the framework with which you learned. Your colleagues are not boring or stupid, the fact is, it is not their job to entertain you with fascinating or scholarly details.

You will now begin another phase of your intellectual life that I call "adult learning." This is the concept that once out of the confines of academia we become responsible for determining what we need to learn, how we are going to learn it and if we have learned it. No more class syllabi, or reading outlines with the number of pages clearly defined by the number of weeks in the quarter. There will be no midterms or finals in adult learning to determine whether you have learned what you were "supposed" to learn. While this may be terribly uncomfortable at first, as you embrace this concept in your adult life it becomes very freeing and more intellectually motivating than traditional academic learning because you are learning what you want to learn, not what is required for the class. You take control for your learning, for your own stimulation and begin to see your community as the new learning landscape for your

tunes are made, scientific breakthroughs discovered, best sellers written and meaningful contributions to the community of humankind are made.

I believe you stand at a wonderful, highly creative and exciting place in your life and would like to end this with some heartfelt advice on how to handle the next couple of years.

1. Don't take it all so seriously, Relax. That is not an invitation to sit back and do nothing but rather an acknowledgment that with time comes wisdom and experience.

2. Spend some time talking to people who have been out of college from five to seven years. What are their experiences? What were their first couple of years like? What advice would they give?

3. Sit back and take a serious look at your successes. You are, after all University of California graduates. You did not get here by chance or luck. You put in many hard hours of study, you developed time management skills in order to meet the deadlines and still have time to party. You successfully navigated one of the most complex bureaucracies in the country. You got where you are through determination and self confidence. There is every reason to believe that these same personal characteristics will position you well for the next adventure you face — the world of work.

In closing, I will leave you with the words of an old Irish toast... "May the road rise to meet you, may the wind be always at your back and may God hold you in the palm of His hand until we meet again." The good news is that in 20 years you can look back and offer words of wisdom as a tribal elder to the class of the year 2014. From one who's been there, take care of yourself, take care of each other, take calculated risks and enjoy the ride. Good luck!

Rotary Club Members Assist UCSB Students In Career Selection

By Don Lubach
Career Advisor

Local members of Rotary International, a global service organization, are meeting with UCSB students to help them select and prepare for the world of work. Dozens of lucky students have learned that internships and summer jobs are not the only paths to on-the-job learning. Meeting with community leaders to learn how they reached their current career positions and what suggestions they have for the modern student can be a meaningful experience.

Those who are not familiar with Rotary International probably know more about the organization than they think. Drive into any U.S. town and quite a few worldwide, and you'll see their civilized tagging effort — a metal badge that looks like a gear from a big truck. It says "Rotary International," and might include

Develop your interviewing and networking skills at the Counseling and Career Center.

something about their "Four-Way Test." Rotarians tend to be the presidents of banks, owners of law firms, founders of non-profit organizations — corporate and civic overachievers. They have traditionally had a majority of anglo, male, conservatives; however, local chapters contain powerful members who represent more than one ethnicity, gender and idea. Santa Barbara Rotarians include members such as Karen Ramsdale, who runs the Santa Barbara Airport and Debra Talmadge, a UCSB graduate, who serves as Santa Barbara County Court Commissioner.

Many UCSB students have accepted the invitation of the rotary membership to participate in their long-time efforts to change the world. Here's how the program works.

• The first place to go if you are inter-

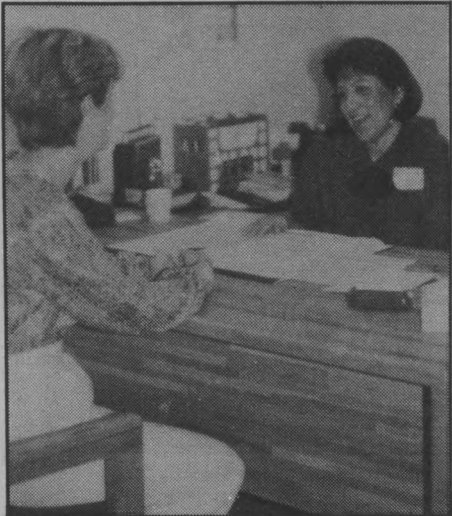
ested in the program is Career Resources at Counseling and Career Services. Drop-in advisors there have information about the program and the availability of Rotary mentors.

• Second, fill out a two page application upon which you'll list some of the careers that interest you.

• Third, turn in the application to the Drop-in desk and wait for a letter from the Rotary Club Mentorship Program.

• Fourth, if a mentor is found for you, you'll get a letter with contact information for the person who has volunteered to help you with your career.

• Fifth, contact the Rotarian, arrange



an appointment at their place of business. You can learn a lot more about a person's career if you can see the environment in which they work.

Subsequent steps are uncertain. Some students met their Rotary mentors over a year ago and have developed internships and life-long friendships from the experience. Others meet just one time with their mentor. There's no telling what kinds of learning and field education will happen. What we do know is that the Rotary Mentorship program is a quick and powerful way to meet leaders in the Santa Barbara area.

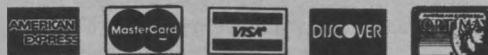
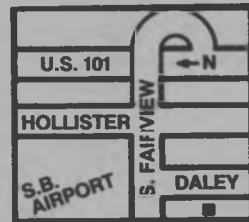
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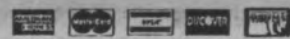
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Applying to Graduate School: A Personal Account

Could there be a remote possibility that there is a graduate school program interested in me?

By **Andrés J. Consoli**
Intern Psychologist

This is a piece in which I write about my personal experiences in the graduate school application process. Since I applied to programs in psychology, some of what I say might not be necessarily applicable across disciplines. If you are looking for a coherent process on "how-to" get into grad school you might want to look elsewhere.

I read the words "Graduate School" and my physique trembles, my palms get slightly sweaty, and my neck becomes tense right at that sore spot I have covered so many times with *Tiger Balm* (extra strength, of course).

In 1987 I was an excited individual fully committed to get into a graduate program. I took a structured course to better my GRE scores. Since I was born and educated abroad and English was my second language, I also took a course to better my TOEFL scores. I invested a considerable amount of money and time into this unnerving affair. By the time 1988 had rolled in, I was a disappointed, unworthy "thing" who had gotten five letters of rejection from every single school I applied to.

I was in shock! I had trusted the process too much and had expected that my application would stand out among the couple of hundreds vying for few positions. I was dead wrong! Since the letters of rejection read "feel free to call us if you would like further information" that is exactly what I did. It took several calls, until I got one response: "Mr. Consoli, don't you know about the sponsorship system?" What's that? Read on and I will try to tell you.

In my field, it is pretty critical to know the research interests of faculty at the school one is applying to. This is true primarily in research and scientist/practitioner institutions, and to a lesser degree in professional schools. Therefore, an important "homework" is to find the names of the faculty of a potential school, run their names in a database (e.g., PsycLit) and learn what their research interests are. This is critical information both for deciding which schools might be interesting, as well as for use in writing the tortuous "Statement of Purpose" (that knot in my neck just tightened up again).

Something that I found crucial is to have done some volunteer work with a professor while an undergraduate (or any time before applying to grad school). Besides the likelihood of obtaining a letter of recommendation from that professor, you will gain some valuable experience. The value might not be how intellectually stimulating your volunteer work was (most aren't) but how you

might stand out among a large pool of applicants (and you can and should discuss this in your statement). In my case, I corresponded with one faculty member and attempted to replicate some of his studies. That same professor became my sponsor when I applied to school the next year. The sponsorship system is an informal network: in research institutions professors have research interests and are in need of grad students who will be committed to further their projects. Although this may sound exploitative, my experience has been just the opposite: I got high quality exposure to an applied research area I was interested in to begin with, and with one of the most authoritative figures in the field.

Obviously, these are not the only reasons one gets accepted to a graduate program. Most directories (e.g.,

"Out of 250 applications I still remember yours..."

Graduate Study in Psychology and Associated Fields) will list the level of importance that a given school gives to say GRE scores, letters of recommendation, GPA, related experience, etc. In my case, my GRE (general and psychology) scores weren't all that great but I brought the issue up on my statement of purpose and gave a plausible rationale (these were the first multiple choice tests I had ever taken in my life!). I did have solid letters of reference because I had worked in the counseling field for some time and my supervisors were willing to write strong letters. By the way, I would avoid people who tell me "go ahead and write the letter yourself and I will sign it." Although at times you might contribute some guidelines for such a letter, that should be the extent of your involvement. It is better to have a comprehensive letter from somebody who knows you well based on first hand experiences rather than getting a letter from the world authority in the field you are going for who can't give one specific example about your abilities.

The way one presents oneself on paper is pretty critical. Keep in my mind that the selection committee will read dozens, at times hundreds of applications. I still have the self-addressed postcard that I included with my application: it came back with the following message "we were extremely impressed with your presentation." After I was accepted to that school, the secretary who wrote the message approached me and said "Out of 250

applications I still remember yours. After I opened it I walked it to the chairperson and said 'we should just go ahead and accept him.'" As mentioned before, I was turned down five times before, and this time I wasn't going to leave any detail unattended. I bought a special folder and set my laser-printed application in it.

Many times, the best sources of information are not program catalogues but their current students. I made every attempt to converse with graduate students and was able to get the "real scoop" about the program. Many times program descriptions are outdated, faculty are on sabbatical or on leave, or the catalogue went to print before a major reshuffling in the department. Good questions to ask current students in a program you are interested in are the basic what do you like and don't like about it, what are the financial supports available (e.g., research and/or teaching assistantships), who are the faculty with grant monies to support students, what is it like to live in the area?

Once the application has been submitted and three-four weeks after the deadline, I believe it is important to call the program and find out the status of the selection process in general, and of your application in particular. Some programs are pretty good about keeping applicants informed, some are lousy. One's interpersonal style is of utmost importance when contacting the program secretaries: learn their names, be polite, keep in mind that most of the time they are overworked and underpaid.

Then comes the time for interviews (where is that *Tiger Balm*?). Some schools do them over the phone, some in person. The program that accepted me gave me the option. I chose the latter in spite of the fact that it cost me a considerable amount of money. Yet I know that I come across much better in person than over the phone. Before the interview, I reread my statement of purpose (and interestingly enough the first two questions I got stemmed from it). I also asked for the names of the faculty that would be interviewing me and read some of their publications. I built some of that information into my responses. Be prepared for questions such as why are you interested in graduate school, why are you applying to this particular program, what kind of learner are you? I asked to meet with current students and found those meetings extremely useful: two faculty that I had hoped to study with were gone and another was on leave!

If I got in, I bet you can too! It took me two attempts, including a total of six applications. In retrospect, it was all worth it.

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