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Program Overview

Our Mentor Program serves as the foundation upon which we are building and strengthening our Biological Sciences community at UC Irvine. This program is simply the first step in bringing together some of our most valuable resources – students, alumni and the community.

Armed with a degree, most college students stand poised – ready to conquer the world. But too many are unprepared for the foibles and unpredictability of the job market or graduate school. Unfortunately, a degree does not ensure clarity of career path nor the best approach to take.

To help college graduates not only survive, but be successful, the School of Biological Sciences has created a Mentor Program. This program pairs alumni and community professionals with students with similar interests. You can provide academic and career guidance, networking opportunities, and insights into the working world. You can help students answer such questions as: What can I do with my degree? Should I go to graduate or professional school? Where do I see myself in five years?

Mentors will help guide their students as they map out areas for their personal and professional development, request information about careers and industries, and seek feedback about issues of concern. Your involvement with the School of Biological Sciences gives our students an edge and enables our students to distinguish themselves as they pursue graduate school and/or enter the workforce. Armed with confidence and invaluable knowledge gained outside of the classroom, our students will be competitive, which is especially critical in today’s economy and volatile environment.

The role of Mentor is an essential one – your dedication will serve as a compass to these students, helping to point them in the right direction for their life’s journey.
What is Mentoring?

History gives many examples of the value of mentoring. Homer in the Odyssey chronicled perhaps the most famous instance. Homer tells us that around 1200 BC, the adventurer Odysseus made ready to leave for the siege of Troy. Before sailing, he appointed a guardian to his household. For the next ten years, this guardian acted faithfully as teacher, advisor, friend, and surrogate father to Telemachus, son of Odysseus. The mythical guardian’s name was Mentor.

Homer’s story reflects one of the oldest attempts by a society to facilitate mentoring. It was customary in ancient Greece for young male citizens to be paired with older males in the hope that each boy would learn and emulate the values of his mentor, usually a friend or relative of the boy’s father.

The Greeks based these relationships on a basic principle of human survival: Humans learn skills, culture, and values directly from other humans whom they look up to or admire.

Murray, M. Beyond the Myths and Magic of Mentoring. (1991)
15 Laws of Mentoring

1. **The Law of Positive Environment**
   Create a positive environment where potential and motivation are released and options discussed.

2. **The Law of Developing Character**
   Nurture a positive character by helping to develop not just talent, but a wealth of mental and ethical traits.

3. **The Law of Independence**
   Promote autonomy; make the student independent of you, not dependent on you.

4. **The Law of Limited Responsibility**
   Be responsible to them, not for them.

5. **The Law of Shared Mistakes**
   Share your failures as well as your successes.

6. **The Law of Planned Objectives**
   Prepare specific goals for your relationship.

7. **The Law of Inspection**
   Monitor, review, provide feedback, and discuss potential actions. Do not expect performance without inspection.

8. **The Law of Small Successes**
   Use a stepping-stone process to build on accomplishment and achieve great success.

9. **The Law of Direction**
   It is important to teach by giving options as well as direction.

10. **The Law of Risks**
    Mentors should be aware that their students’ failure may reflect back on them. Students should realize that their mentors’ advice might not always work.
11. **The Law of Mutual Protection**  
Maintain privacy. Protect the integrity, character, and insights that you’ve shared with one another.

12. **The Law of Communication**  
Mentors and their students must balance listening with speaking.

13. **The Law of Extended Commitment**  
The mentoring relationship extends beyond the typical work or school day.

14. **The Law of Life Transition**  
As mentors, when you help your students enter the next stage of their lives, you will enter the next stage of yours.

15. **The Law of Fun**  
Make mentoring a wonderful experience – laugh, smile, and enjoy the journey.

Roles and Responsibilities
Student

Role
The partnership between mentor and student is built upon trust, respect, and professionalism. As a student, you will have the opportunity for:

- Receiving constructive feedback about personal and professional skills.
- Learning about specific jobs, career paths, industries, and organizational cultures.
- Obtaining advice about professional conduct.
- Pursuing networking opportunities.
- Working with your mentor to achieve a specific goal.

Responsibilities

- Initiating contact with your mentor.
- Communicating clearly your interests and needs, and setting realistic goals.
- Setting realistic expectations regarding method and frequency of communication with your mentor.
- Being available and maintaining consistent contact.
- Listening to your mentor.
- Accepting advice and feedback gracefully without becoming defensive.
Roles and Responsibilities
Mentor

Role
The partnership between mentor and student is built upon trust, respect, and professionalism. As a mentor, your role is one of Coach, Guide, Motivator, Advisor, and Role Model. You will be responsible for:

- Providing constructive feedback about your student’s personal and professional skills.
- Sharing knowledge about specific jobs, career paths, industries, and organizational cultures.
- Giving advice about professional conduct.
- Facilitating networking.
- Guiding your student toward achieving a specific goal.

Responsibilities

- Communicating clearly your expectations and goals.
- Setting realistic expectations regarding method and frequency of communication with your student.
- Being available and maintaining consistent contact.
- Listening to your student.
- Providing or facilitating opportunities your student can explore.
- Giving constructive feedback.
Do’s, Don’ts and Requirements
Student

Requirements:
- Must be in good academic standing with normal progress.
- Must be at least 18 years of age.

Do:
- Initiate the contact with your mentor.
- Communicate and respond to your mentor in a timely manner.
- Plan an agenda or develop key questions for each meeting to ensure focus.
- Keep appointments with your mentor and be punctual.
- Approach discussions with an open mind.
- Respect confidences.
- Accept constructive feedback gracefully.
- Maintain consistent feedback with your mentor, even when you don’t have a pressing issue or concern to discuss.
- Contact Alyssa Sanchez or Gerson Gomez (see contact list) if you are unable to connect with your mentor or fulfill your obligations or other problems.

Don’t:
- Ask for or expect a job or internship from you mentor.
- Neglect contacting your mentor to set up meetings.
Do’s, Don’ts and Requirements
Mentor

Requirements:
- Must have at least a bachelor’s degree in Biological Sciences.
- Must have relevant work experience.
- Must have a base participation on desire to help and give back.

Do:
- Keep your appointments with your student.
- Communicate and respond to your students in a timely manner.
- Listen actively to questions and concerns.
- Encourage discussion.
- Approach discussions with an open mind.
- Maintain a high level of trust, respect, and professionalism.
- Respect confidences.
- Contact Alyssa Sanchez (see contact list) if you are unable to connect with
your student or fulfill your mentor obligations.

Don’t:
- Hesitate to provide your student with constructive feedback.
- Hesitate to contact your student if you’ve not heard from him/her for awhile.
Required and Suggested Activities

Required
- Attend Kick-Off Reception on Monday, November 17, 2014 at Pacific Ballroom CD, UCI Student Center

Suggested
- Invite your mentor for breakfast, lunch, dinner, or coffee.

- Meet your mentor at his/her office or place of work to attend a staff meeting, tour the organization, and meet colleagues.

- Ask your mentor if you can shadow him/her or one of their colleagues to illustrate a “typical day.”

- Ask about the possibility of attending a conference, seminar, or professional association meeting with your mentor.

- Ask your mentor to arrange a networking opportunity for you to meet his/her colleagues and other professionals in your field(s) of interest.

- Participate in a fun outing with your mentor.
### Fall Quarter 2013
- **Quarter begins**
- **Instruction begins**
- **Veterans' Day Holiday***
- **Mentor Program Kick-Off Reception**
- **Thanksgiving Holiday***
- **Instruction ends**
- **Final examinations**
- **Winter Break**

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<td>Mentor Program Kick-Off Reception</td>
<td>Mon, Nov. 17</td>
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<tr>
<td>Thanksgiving Holiday*</td>
<td>Thurs-Fri, Nov. 27-28</td>
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<td>Fri, Dec. 12</td>
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<tr>
<td>Final examinations</td>
<td>Mon-Fri, Dec. 15-19</td>
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<td>Winter Break</td>
<td>Mon-Tues, Dec. 22-Jan. 1</td>
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### Winter Quarter 2014
- **Quarter begins**
- **Instruction begins**
- **Martin Luther King Jr., Holiday***
- **UCI Homecoming**
- **Career Fest – Career Center**
- **Presidents' Day Holiday***
- **Dean’s Distinguished Lecture – Susan Bryant**
- **Instruction ends**
- **Final examinations**
- **Spring Break**

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<tr>
<td>Martin Luther King Jr., Holiday***</td>
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<tr>
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<td>Sat, Jan. 31</td>
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<td>Career Fest – Career Center</td>
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<tr>
<td>Presidents' Day Holiday***</td>
<td>Mon, Feb. 16</td>
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<td>Dean’s Distinguished Lecture – Susan Bryant</td>
<td>Thurs, Mar. 5</td>
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<tr>
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<td>Spring Break</td>
<td>Mon-Fri, Mar. 23-27</td>
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### Spring Quarter 2014
- **Quarter begins**
- **Cesar Chavez Day Holiday***
- **Instruction begins**
- **Celebrate UCI**
- **UROP Symposium**
- **Memorial Day Holiday***
- **Instruction ends**
- **Final examinations**
- **Ayala School of Biological Sciences Commencement**

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<td>UROP Symposium</td>
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<td>Fri, Jun. 5</td>
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<tr>
<td>Final examinations</td>
<td>Mon-Fri, Jun. 6-11</td>
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<tr>
<td>Ayala School of Biological Sciences Commencement</td>
<td>Fri-Sun, Jun 12-14 (TBD)</td>
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Student Action Plan

Prior to Kick-Off Reception
1. Review Mentor’s profile form
2. Contact Mentor via email, phone and/or schedule a face to face visit (if Mentor is local)
3. Set expectations of preferred methods of communication and response time

At Kick-Off Reception
4. If not done previously, meet Mentor at Kick-Off reception and set dates and times for future meetings.
5. Network with other Mentors and students at reception.

First Meeting
6. Learn about Mentor’s interests and background.
7. Review student’s Self-Assessment form.
8. Discuss your expectations, and academic and career goals.
9. Identify specific goals to accomplish by the end of the year.

Subsequent Meetings
10. Review your class schedule/academic plan.
11. Review your resume or statement of purpose. If not developed, attend Career Center workshop.
12. Role play interview situations if applicable.
13. Make an effort to contact at least once a month to keep the partnership on track.
14. Conduct wrap-up meeting with Mentor.
Clues For Clarifying Your Interests

Learning your own unique pattern of interest, motivation, satisfaction and meaning is an important first step in career development. Fill out the questions below to help discern your unique pattern.

* What classes or subject areas fascinate and absorb you?

* What careers have you considered throughout your lifetime that continue to pique your interest?

* If you won the lottery, what might you do (after initial celebration, travel, etc.)?

* What is the most gratifying thing you have accomplished?

* What would you go out and do if you knew you would not fail?

* What are your goals and dreams? Include short-term and long-term.
If you had 5 Lives, what would you do with your time? Occupation titles are not necessary. Detailed descriptions work best. Example: Live in a house that allows artists to work on projects while having a place to stay. Write stories on the side and travel most of the time.

#1

#2

#3

#4

#5
## List of Career Areas and Occupations

*Circle any of the career areas and occupations you’d like to explore. This is not a comprehensive list—it is a place to start. To learn more about these areas, visit the CDC’s Resource Center with books and on-line resources for each of these categories.*

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<th>Education</th>
<th>Health Sciences / Biotech continued</th>
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*International*  
Language / Translation  
Travel Agent, Guide  
Foreign Service  
International Public Service Programs  
International Trade  

*Law*  
Attorney  
Judge  
Paralegal  
Public Service Law  
Lobbyist  
Corporate Law  

*Public Service*  
Social Work  
Psychology / Counseling  
Clergy  
Non-profit Administration  
Non-profit Service  
State and Local Government  
Federal Government  
National Security (CIA, FBI, NSA, Military)  
Policy  
Politics
Functional Skills: Knowing Your Strengths

Functional skills are competencies that are transferable to many different work settings. Developing a list of the functional skills you have and most enjoy using can help you focus on positions that would fit your talents and provide more satisfaction.

Underline all those skills you have, and then circle the top 10 underlined skills you would enjoy using most. After completing this section, proceed to the next page.

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<th>Organization Management</th>
<th>Research &amp; Investigation</th>
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<td>Direct and guide a group in completing tasks and attaining</td>
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| Information Management                | Design & Planning                                          | Human Service                                                |
| Arrive and retrieve data,             | Imagine the future and develop a process for creating it.  | Attend to physical, mental or social needs of people.        |
| knowledge, and ideas.                 |                                                             | interpersonal skills                                          |
| math skills                           |                                                             | group process                                                |
| organize information                  |                                                             | sensitivity to needs                                         |
| manage information                    |                                                             | empathize                                                     |
| keep records                          |                                                             | counsel                                                       |
| attend to details                     |                                                             | advocate                                                      |
| logical ability                       |                                                             | use intuition                                                |
| develop systems                       |                                                             | coach                                                         |
| categorize                            |                                                             | provide care                                                 |
| summarize                             |                                                             |                                                              |
| streamline systems                    |                                                             |                                                              |
| monitor                               |                                                             |                                                              |

| Physical                              |                                                             |                                                             |
| Use hands or tools to build,          |                                                             |                                                             |
| repair, and invent.                   |                                                             |                                                             |
| build                                |                                                             |                                                             |
| construct                            |                                                             |                                                             |
| invent                               |                                                             |                                                             |
| operate equipment                     |                                                             |                                                             |
| repair                               |                                                             |                                                             |
| restore                              |                                                             |                                                             |
| use physical coordination             |                                                             |                                                             |
Write your top 10 skills in the space below with a brief example of how you have used this skill in a job, internship, extracurricular activity, or class. This provides a central theme for focusing your job search and preparing for interviews.

<table>
<thead>
<tr>
<th>Your Top 10 Preferred Functional Skills</th>
<th>Example of how you used this skill</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Clarifying Your Work Values:
Knowing What’s Most Important to You

Values are a set of standards that determine attitudes, choices, and action. Mapping your value priorities can help lay important groundwork for making sound career decisions that fit your unique pattern of values, interests, and talents. Work-related values underlie our choices about work. Some people value creativity; others place a premium on income or contributing.

Workplaces are becoming more collaborative, and people are increasingly looking not just for jobs, but also for organizations whose values and culture align with their own. By the same token, the most effective organizations attract people who already share most of their key values. Discussing your values in an appointment with a career counselor can help you focus and choose work environments and positions that are the best fit for you.

**Underline all the values most important in your worklife for the next few years. Then narrow down the list and circle the top ten values that are absolutely essential to express or satisfy in your work. Prioritize those top ten and define them on the next page.**

<table>
<thead>
<tr>
<th>Work Content</th>
<th>Work Setting</th>
<th>Work Relationships</th>
<th>Intrinsic Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>challenging</td>
<td>flexibility</td>
<td>teamwork</td>
<td>integrity</td>
</tr>
<tr>
<td>leading</td>
<td>deadline pressure</td>
<td>trust</td>
<td>status</td>
</tr>
<tr>
<td>competence</td>
<td>surroundings</td>
<td>cultural identity</td>
<td>prestige</td>
</tr>
<tr>
<td>mastery</td>
<td>time freedom</td>
<td>caring</td>
<td>achievement</td>
</tr>
<tr>
<td>risk</td>
<td>security</td>
<td>caring</td>
<td>respect</td>
</tr>
<tr>
<td>leading edge</td>
<td>high earnings</td>
<td>competition</td>
<td>responsibility</td>
</tr>
<tr>
<td>detail-oriented</td>
<td>action-oriented</td>
<td>cooperation</td>
<td>power</td>
</tr>
<tr>
<td>social activism</td>
<td>structure</td>
<td>diversity</td>
<td>influence</td>
</tr>
<tr>
<td>learning</td>
<td>relaxed pace</td>
<td>collaboration</td>
<td>appreciation</td>
</tr>
<tr>
<td>excellence</td>
<td>casual</td>
<td>humor</td>
<td>helping</td>
</tr>
<tr>
<td>focus</td>
<td>quiet</td>
<td>harmony</td>
<td>belonging</td>
</tr>
<tr>
<td>creativity</td>
<td>organized</td>
<td>autonomy</td>
<td>community</td>
</tr>
<tr>
<td>variety</td>
<td>excitement</td>
<td>recognition</td>
<td>equality</td>
</tr>
<tr>
<td>growth</td>
<td>pressure</td>
<td>support</td>
<td>independence</td>
</tr>
<tr>
<td>knowledge</td>
<td>predictability</td>
<td>open</td>
<td>contributing</td>
</tr>
<tr>
<td>control</td>
<td>location</td>
<td>communication</td>
<td>service</td>
</tr>
<tr>
<td>adventure</td>
<td>public contact</td>
<td>people contact</td>
<td>authenticity</td>
</tr>
<tr>
<td>helping</td>
<td>comfortable</td>
<td>independence</td>
<td>commitment</td>
</tr>
<tr>
<td>initiating</td>
<td>income</td>
<td>fun</td>
<td>balance</td>
</tr>
</tbody>
</table>

*other values: ____________________________________________*
## Values continued

<table>
<thead>
<tr>
<th>Your Top 10 Values</th>
<th>Your definition of each value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Work Environment
It is important to note the specific criteria you are seeking in a work environment as you consider various career paths and again as you evaluate actual job opportunities.

*Circle and/or describe the criteria that fit for you and write in any others that are important.*

<table>
<thead>
<tr>
<th>Organizational Surroundings</th>
<th>Type of Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>formal</td>
<td>small</td>
</tr>
<tr>
<td>relaxed</td>
<td>large</td>
</tr>
<tr>
<td>outdoor</td>
<td>established</td>
</tr>
<tr>
<td>indoor</td>
<td>new</td>
</tr>
<tr>
<td>other</td>
<td>other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Atmosphere</th>
<th>Work Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast-paced</td>
<td>long</td>
</tr>
<tr>
<td>calm</td>
<td>short</td>
</tr>
<tr>
<td>friendly</td>
<td>flexible</td>
</tr>
<tr>
<td>hard-working</td>
<td>set</td>
</tr>
<tr>
<td>other</td>
<td>specify</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>cities/countries</td>
<td>required salary</td>
</tr>
<tr>
<td>near family/friends</td>
<td>desired salary</td>
</tr>
<tr>
<td>commute time willing to travel</td>
<td>benefits</td>
</tr>
<tr>
<td>cost of living</td>
<td>incentives and bonuses</td>
</tr>
<tr>
<td>additional lifestyle factors</td>
<td>moving expenses</td>
</tr>
<tr>
<td>other</td>
<td>other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interaction with others</th>
<th>Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>work alone</td>
<td>close style of management</td>
</tr>
<tr>
<td>work with customers</td>
<td>independent style</td>
</tr>
<tr>
<td>work in teams</td>
<td>team-oriented</td>
</tr>
<tr>
<td>socialize with co-workers</td>
<td>regular feedback</td>
</tr>
<tr>
<td>other</td>
<td>other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types of Opportunities</th>
<th>Additional factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>advancement</td>
<td>travel</td>
</tr>
<tr>
<td>training</td>
<td>reputation of organization</td>
</tr>
<tr>
<td>mentors</td>
<td>purpose and mission of organization</td>
</tr>
<tr>
<td>other</td>
<td>other</td>
</tr>
</tbody>
</table>

Summarize your identified work environment preferences.

________________________________________________________________
________________________________________________________________
________________________________________________________________

Career Development Center, Stanford University
Student Self-Assessment Form

My strengths are:
1. 
2. 
3. 

My areas for development are:
1. 
2. 
3. 

The primary challenges that I’m facing right now that may keep me from achieving my goals are:
1. 
2. 
3. 
4. 

The most important things I can do over the next 6 months to build on my strengths and overcome my challenges are:
1. 
2. 
3. 
4. 

The goals I hope to accomplish through the Mentor Program this year are:
1. 
2. 
3.
Check the areas in which you would like assistance:

Graduate/Professional School
☐ I need help deciding whether I should attend graduate/professional school.
☐ I need help identifying graduate/professional schools.
☐ I need help applying to graduate/professional school.
☐ I need help developing a Statement of Purpose.
☐ I need help identifying people to ask to write letters of recommendation.
☐ Other

Career
☐ I need help researching what career to pursue.
☐ I need help developing a resume.
☐ I need help identifying people to ask to serve as references.
☐ I need help learning interviewing skills.
☐ I need help learning business etiquette.
☐ Other
Sample Questions for Students to Ask Mentors

Remember you are searching for information which will help you understand the realities of working in that field. You will be doing the investigating and interviewing. Here are some questions you may want to consider:

1. What is your job like?
   - What do you do on a typical day?
   - What kinds of problems do you deal with?
   - What kinds of decisions do you make?

2. What are the most important personal satisfactions and dissatisfactions connected with your occupation?
   - What part of your job do you consider dull or repetitious?
   - What percentage of your time do you devote to your job?

3. What social obligations go along with a position in your occupation?
   - Are there professional organizations that you are expected to join?
   - Are there other things you are expected to do outside of work hours?
   - Do you consistently work overtime, on the weekends or take home work?

4. What things did you do before you entered this occupation?
   - What were the jobs you had that led to this one?
   - What did you like best and least about your previous jobs?

5. What sorts of changes are occurring in your occupation?
   - Is there a demand for people in this field?
   - Do you view this field as a growing one?
   - How do you see the jobs in this field changing over the next ten years?
   - What can I do to prepare myself for such changes?

6. How does a person progress in your field?
   - What is the best way to enter this occupation?
   - What are the advancement opportunities?
   - What are the major qualifications for success in this particular occupation?
   - How long does it usually take to move from one step to the next in the career path?
   - What is the top job you can attain in this field?
   - What are the basic prerequisites and skills for jobs in the field?
   - What entry level jobs qualify one for this field?
   - What types of training do companies give to persons entering this field?
   - What are the salary ranges for various levels in this field?

7. Could you suggest other people who I can talk to who work in this field or in related fields?
   - May I read a job description for some of the position in this field?

8. Is there information which I could read that would make me more knowledgeable in this area?

Source: Career Center-University of California, Irvine
Networking

Social Settings (business lunches/dinners, receptions, parties, etc.)

- **Handshakes**
  - Always shake hands at the beginning and end of the conversation.
  - A firm grip is best. Avoid being too relaxed, but do not overdo it by squeezing too hard.
  - If you get nervous easily, carry a tissue to wipe your hand.

- **Parties**
  - Do not arrive later than 30 minutes after the start time on the invitation.
  - Avoid drinking alcohol in front of your co-workers, recruiters, clients, etc. You should never feel pressure to drink, but if you do choose to join others and you are 21, limit yourself to one drink.

- **Introductions**
  - Name tags always are placed on your outer most piece of clothing on the right side. When shaking your hand, the other person will have direct sight of your name.
  - If you forget someone’s name, you can sometimes “cover” by introducing a person you do know first; maybe the other person will say their name. Otherwise, apologize and ask politely, before introducing the person to someone else.

Meetings (interviews, informational, formal, project group, etc.)

- **Before the meeting**
  - When planning a meeting give advance notice of the time, date, and location.
  - When contacting the attendees be sure to include items to be discussed (agenda). If you are being invited to a meeting and are unclear contact the meeting planner.

- **During a meeting**
  - Avoid interruptions of conversation, brainstorming or presentations if possible. Always apologize and wait for an appropriate time to interrupt.

- **After the meeting**
  - Send a follow-up email or print out of the minutes from the meeting with action items and synopsis of what was covered.
  - Thank all members for attending.

Useful Conversation Topics

- What do you like about your current job?
- What are your career goals and interests?
  - Have you read any good books or magazines lately?
  - How do you spend your free time?
  - Have you seen any movies lately?
  - Do you like to travel?
  - Where have you traveled recently?
One of the best ways to gather career information is by talking with working professionals representing occupational fields in which you have an interest. Conducting an informational interview is about gathering information about a particular industry or occupation - it is not about asking for a job.

**Suggested Questions to Ask**

1. How did you get into this field?
2. What do you like most/least about your job?
3. What is a typical day like?
4. What are your job responsibilities?
5. Are these duties the same for everyone with this job title?
6. What kind of individual (in terms of talent and personality) would be best suited for this kind of job?
7. What are the prospects for someone entering your field today?
8. What advice would you give regarding how to best prepare for entering this field?
9. What advice would you give on how to apply for and find a job in this field?
10. Are there any other sources of information you might suggest?
11. Where might I go to find an employer who could use my skills?
12. What function or service does your office provide?
13. What salary range can I expect to make in this field?
14. Are there any other jobs that are similar to yours but with different job titles?
15. Who do you know that I might benefit from talking with?

**Something to Think About...**

- Be organized with your questions and prepared to take notes. You are seeking information and advice, not asking for a job.
- A positive, enthusiastic attitude will create a good impression. People are more apt to help others after they get to know them on a more personal basis - this is a great way to get referrals and begin the networking process.
- Research the occupation as much as possible before conducting the interview.
- Be conscious of time constraints.

“Hello my name is ________. I am very interested in learning more about ________ and I would like to talk with you about what you do and the field in general.”
Evaluate the Interview
Whether the interview was successful or not, assess how well it went. Look for what went well (strengths) versus improvement needed for your next interview. Feel free to discuss the interview with a career counselor. Since your main reason was information gathering, ask yourself a few questions, such as:

1. Does the person I just talked with use the skills I want to use?
2. Would I be qualified for his/her job?
3. Do I understand what the job entails?
4. Would I enjoy working in this capacity?
5. Did I get additional ideas for alternatives?
6. Do I have an idea about what my salary might be?
7. What impression (positive or negative) do I now have about this area of work?
8. Would I enjoy working for this company?
9. What are the goals (needs, concerns, problems, issues, etc.) of this area of work/company?
10. How can I help meet those needs? Accomplish those goals?
11. Which of my personal assets could I offer?

Follow-up
Write a thank-you note, which may be hand-written or typed. You may wish to enclose a resume, matching the information gathered from the interview with your experiences and background. Make sure your contact information includes your name, mailing address, e-mail address, and local phone number. Next, stay in touch with your contacts and update them periodically on your status and to inquire if they have heard of any new opportunities.
Job Search Strategies

Job Preparation

Determine what kind of work you are looking for
(http://career.utk.edu/students/majors.asp)
1. Career Assessment
2. Functions
3. Fields of Interest
4. Job Titles

Identify where you want to work
1. Industries
2. Work Setting
3. Company Location

Prepare your resume
1. Attend a Resume Writing workshop
2. Have your resume critiqued during Take-10 drop-in hours

Research the job market
(www.bls.gov/oco; http://online.onetcenter.org)
1. Research the employment outlook
2. Determine the salary range (salary.com)

keep in mind...
The average job search takes about six months
Only 10% to 20% of jobs are ever published - which means 80% to 90% of jobs remain hidden in the job market
Obtaining a job is a process. Don’t expect to get an interview for every application and don’t get discouraged by failure

Job Search Strategies
✓ ZotLink online job and internship listings
✓ Networking Contacts (UCI alumni, former supervisors, Career Connections directory, professors, family, friends, etc.)
✓ Professional Associations (http://dir.yahoo.com/Business_and_Economy/Organizations/Professional)
✓ Career Month
✓ Meet The Recruiter Events
✓ On-Campus Interview Program
✓ Internet Job Listings
✓ Career Fairs
✓ Directories: Online & Career Center Library
✓ Direct Inquiry (ask employers you would like to work for)
✓ Temporary/Employment Agencies
✓ Newspaper Want Ads

More Job Search Help
✓ Attend a Job Search Strategies workshop at the Career Center
✓ Make an appointment with a Career Counselor - they may have resources pertaining specifically to your area of interest

UCI Career Center • 100 Student Services I • (949) 824-6881 • www.career.uci.edu
# Job Search Strategies: Pros and Cons

There are many ways of looking for a job. Some are better than others. Presented below are some of the most popular ways of looking for a job as well as helpful hints, pros, and cons. Combining a number of job search strategies will yield better results than relying only on one method.

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>TOOLS</th>
<th>PROS</th>
<th>CONS</th>
<th>HELPFUL HINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NETWORKING</td>
<td>• List of contacts</td>
<td>May learn of unadvertised openings.</td>
<td>A contact in itself is not enough to get you a job. May result in a courtesy interview. Often results in a closer match of your interests to a job.</td>
<td>• Follow through on all leads. Keep broadening your network of contacts.</td>
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<tr>
<td></td>
<td>• Resumes</td>
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<td></td>
<td>• Business Attire</td>
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<td></td>
<td>• Business Attire</td>
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<tr>
<td>ON-CAMPUS INTERVIEWS (OCI)</td>
<td>• Resumes</td>
<td>One of the primary ways in which companies recruit for technical and business positions.</td>
<td>Declining as a method employers use to identify candidates. May be less effective for non-technical/non-business candidates.</td>
<td>• Check postings each week for interviewing opportunities. Use postings as a way to identify possible employers.</td>
</tr>
<tr>
<td></td>
<td>• Employer literature</td>
<td></td>
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<tr>
<td></td>
<td>• Business Attire</td>
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<tr>
<td>TARGETED MAILING</td>
<td>• List of well researched companies</td>
<td>Better approach than the mass mailing method. Investment of time and effort should merit stronger response from employers.</td>
<td>Requires a significant investment of time in researching companies and writing cover letters as well as following up with contacts.</td>
<td>Find out who is in charge of the area in which you want to work; send your materials to that person. Great method when used in conjunction with networking.</td>
</tr>
<tr>
<td></td>
<td>• Tailored cover letters</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Resumes</td>
<td></td>
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<tr>
<td>WORLD WIDE WEB</td>
<td>• Access to the Web</td>
<td>Actual job openings. Many employers use a wide variety of job listing services. Many listings have free to low cost access. Worldwide geographic reach.</td>
<td>Competition is growing as use of the Web increases. Many jobs listed are technical in nature, though the visibility of “non-technical” fields is growing.</td>
<td>Use the Web frequently as information and sites change quickly. May need to conduct your search at off-peak times (early morning or late at night).</td>
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<tr>
<td></td>
<td>• Electronic Resume</td>
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<tr>
<td>WANT ADS</td>
<td>• Newspapers</td>
<td>Involves minimal investment of time in identifying companies. Resume and cover letter are sent for actual job opening.</td>
<td>Resume and cover letter will compete with large number of others. Ads follow job market; least effective in times of economic downturn.</td>
<td>Use as a meter on the job market in a certain geographical area. Try to get your materials in as early as possible.</td>
</tr>
<tr>
<td></td>
<td>• Journals</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Newsletters</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Trade Magazines</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Cover Letters</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Resumes</td>
<td></td>
<td></td>
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<tr>
<td>RESUME REFERRAL</td>
<td>• Registration form supplied by service</td>
<td>Another way to monitor the job market and get your qualifications to the attention of employers.</td>
<td>May involve a fee. Often more helpful to those in technical or specialized fields. May not learn of any activity of your materials.</td>
<td>Use only in conjunction with other job search strategies.</td>
</tr>
<tr>
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</tr>
<tr>
<td>IN-PERSON VISIT</td>
<td>• Business attire</td>
<td>Resume and application are on file with the company.</td>
<td>Requires a great deal of time to make a relatively small number of contacts.</td>
<td>Research the companies prior to your visit; ask for a specific person or ask about a specific type of job.</td>
</tr>
<tr>
<td></td>
<td>• Company address list</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Resumes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Business Attire</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>EMPLOYMENT AGENCIES</td>
<td>• Resumes</td>
<td>Usually of less help to non-technical or inexperienced graduates. Likely to charge fees.</td>
<td></td>
<td>Identify agencies that specialize in your field. Make frequent contact with your counselor to obtain better service.</td>
</tr>
<tr>
<td></td>
<td>• Business Attire</td>
<td></td>
<td></td>
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</table>

Reprinted with permission from Career Development and Placement Services, Pennsylvania State University, University Park, PA
A cover letter is your opportunity to tell the employer what you are applying for and why you are a good match for the position and the organization. You should submit a cover letter with every resume, whether for an internship or job.

While a resume provides a summary of your skills and experience, a cover letter takes it a step further by allowing you to highlight your specific qualifications.

**First paragraph**
- Mention:
  - Why you are writing (include which position you are applying for)
  - How you learned of the position
  - Your current status (student or employed)
  - If you have completed your degree or when you expect to graduate
- Make a preliminary assertion as to your strength as a candidate

**Middle paragraphs**
- Present specific examples highlighting how your background, experience, achievements, and/or qualifications meet the needs of the position description, department and/or organization
- Explain your interest in the organization
- Discuss your knowledge of and interest in some of the specific characteristics of the job, organization, and/or department
- Address if your profile differs from the job description

**Final paragraph**
- Offer to provide additional material, information or a URL for a professional web page/portfolio (if applicable)
- Indicate:
  - How you can best be reached
  - What is enclosed with the letter
  - Your availability for and interest in an interview
  - Follow up action on your part
- Thank the reader for his or her consideration

**Structure and Details**
- Appropriately address the salutation to a specific person, not job title (spell their name correctly).
- Organize your letter well
- Check for any spelling or grammar errors
- Use an appropriate font type and size
- Leave contact information in the letter
- Write in the tone of a confident (but not arrogant) professional
- Be direct
- Expect an interview

---

**Sample Cover Letter**

Ray Johnson  
125 Pearl Street  
Laguna Beach, CA 92651  
October 3rd, 2006

Mary Patterson  
Section Manager  
Hewlett-Packard  
16399 W. Bernardo Drive  
San Diego, California 92171

Dear Mrs. Patterson:

In June 2007, I will be graduating from UC Irvine with a B.S. degree in Electrical Engineering. I am applying for a position as a Control Systems Engineer at your San Diego facility.

I seriously began considering future employment with Hewlett Packard early in my coursework at UC Irvine. We use a number of your products in our laboratory work; and their design, precision and reliability are impressive. I saw, in a professional computing journal, that you are undertaking a new project to apply microcomputers in automatic control systems. Many of my electives were in control systems and computers, and I worked for three summers in microcomputer applications.

I have enclosed my resume which provides additional information about my undergraduate work and campus activities. I would appreciate the opportunity to meet with you to discuss how my education and experience would be consistent with your needs. I will contact you by phone within two weeks to discuss the possibility of an interview.

Sincerely,

Ray Johnson

enclosure
1. Analyze the job description for skills and abilities
Read through the description and highlight the required skills, attributes and qualifications.

2. Create a list of accomplishments
Include education/training, volunteer opportunities, jobs, projects, school assignments, travel and group/team activities. Describe in detail what you did, why you did it, who you did it with, what equipment you used and what happened. Quantify your results, if possible, and use commonly understood terminology. Identify the personal strengths and skills that you used to achieve your accomplishments. Don’t be humble.

3. Analyze experiences for relevant skill areas
Reflect upon your past and current experiences to identify your skills.

4. Write descriptive phrases
Using action verbs (available at the Career Center), write short phrases to describe what you did that illustrates each skill. Be concise and specific. Arrange the descriptive phrases in order of relevance to the position for which you are applying.

5. Choose the appropriate format
Decide whether you want to list your experiences in a reverse chronological sequence, starting with the most recent, or by skills/function, highlighting skills, knowledge, and abilities relevant to the position.

Resume DO and DON’T List

Do
☑ Use good quality (at least 20 lb.) bond paper
☑ Use a readable font and print on a laser printer
☑ Be specific in your objective, if you use one
☑ Emphasize results produced, significant achievements, recognition from others
☑ Quantify accomplishments when possible and use specific examples
☑ Check the spelling of every word; make sure grammar and punctuation are correct
☑ Have a career counselor proofread your resume
☑ Begin phrases with action verbs such as “developed”
☑ Be truthful about your accomplishments
☑ Keep your resume to one page

Don’t
☒ Begin phrases with “I” or use complete sentences
☒ Include personal information such as marital status, social security number, or age
☒ Use flashy graphics or colored paper
☒ Mention controversial activities or associations
☒ List unrelated, detailed duties such as “opened mail” or “filed documents”
☒ Exaggerate your experience
☒ Use abbreviations
☒ Have a vague objective

Keep in mind...
The average employer takes less than 30 seconds to evaluate a resume.
Resumes tailored to a specific position for which you are applying stand out the most.
Resume Components

Contact Info
Name, address, e-mail address and phone number should be at the top of the page.

Education
Name of school, major, degree received, and graduation date (or projected graduation date).

Objective
A specific description of the type of position desired.

Experience
Paid, volunteer or internship. Emphasize duties, responsibilities, skills, abilities and accomplishments. Include the job title, employing organization, and dates of employment.

Additional Categories
You may want to include skills (technical, language, etc.), activities (school, volunteer, and community), honors, and research.

Amy Thompson
2121 Wilson Dr.
Costa Mesa, CA 92704
949-644-0000
athompson@uci.edu

OBJECTIVE
Seeking an internship in the field of banking with special interest in branch management.

EDUCATION
University of California, Irvine
B.A., Social Ecology, June 2006
Dean’s Honor List, 5 quarters; GPA 3.1

COMPUTER
PC and Apple Systems, Windows, MS DOS,
SKILLS
Microsoft Word, Excel, Internet

EXPERIENCE
Northwest Financial Inc., City, State September 2005 - Present
Marketing Intern
Market and sell financial services to a multicultural customer base; contact and collect delinquent accounts; evaluate credit/references of applicants.

John Brandt, Attorney at Law, City, State Summer 2005
Office Manager
Oversee general office operations; trained and supervised three support staff; handled billing transactions; screened clients; assisted in preparing legal documents.

Legal Aid Society, City, State December 2004 - September 2005
Vice President/Treasurer
Promoted organization through preparation of audio tapes for radio and speaking engagements; maintained bookkeeping records; conducted preliminary client intake interview and provided pre-legal counseling.

ACTIVITIES
Panhellenic Sorority, Treasurer, September 2003 - June 2004
Prelaw Society, Member, May 2003 - December 2005
OBJECTIVE
Teaching assistant internship

EDUCATION
University of California, Irvine

EXPERIENCE
Vista Verde Elementary School, Irvine, CA (September 1999-present)
Teaching Intern
• Clarify 1st grade math skills.
• Motivate underachieving students toward success in their annual district exams.
• Design individualized curriculums.

Saddleback High School, Santa Ana, CA (September 1999-present)
Tutor and Teacher’s Aide
• Develop a semester teaching unit on culture, ethnicity, and identity.
• Conceptualize and implement a year long project for ESL students that will culminate in a journal of autobiographical works resulting in creating a learning tool and model for other ESL teachers, an historical archive, and a source of inspiration for other ESL students.
• Drafted proposal to finance project, which resulted in grant award.

Robinsons-May, Costa Mesa, CA (July 1996-December 1998)
Salesperson
• Refined communication skills and marketing techniques.
• Led in clothing sales for the months of July and August.

Instructor and Camp Leader
• Instructed students of all ages in cheerleading, gymnastics, and dance.
• Collaborated with a team of instructors to create a positive, fun, and lively learning atmosphere.

ACTIVITIES
Recruitment Chairperson for Chi Omega Sorority (January 1998-December 1998)
• Directed team of 70 chapter members in planning recruitment.
• Recruited women to join Chi Omega Mu Chapter by implementing marketing strategies.
• Successfully pledged full quota for two semesters.
• Increased chapter unity and spirit by designing team building activities.
• Budgeted spending for Recruitment preparation week and Recruitment week.

Managing Editor Maganda, a Filipino Literary and Art Magazine (September 1999-present)
• Organized fundraising and promotional events.
• Designed visual concept for the magazine’s 2000 debut.
• Sought out performers for events.

SKILLS
• Proficient in conversational Spanish.
• Microsoft Word, Excel, Adobe PhotoShop, Dreamweaver, SoundEdit Pro, strong Internet skills.
ALICIA GUTIERREZ

180 W. Peltason Drive #3 agutier@uci.edu
Irvine, California  92695 (949) 856-2876

Objective  Entry level marketing position

Education  University of California, Irvine

University of Costa Rica, Educational Abroad Program

Skills  Marketing/Management
• Coordinated team of ten in planning sorority recruitment resulting in a chapter membership increase of 35 percent. Implemented a marketing strategy that promoted the benefits of membership.

• Organized fundraising and promotional events for literary/art journal bringing together Filipino artists from areas throughout California.

• Achieved highest sales volume level while employed at a retail store.

• Collaborated with a team of instructors to create a positive, fun, and lively learning atmosphere tailored specifically for each client.

Communication
• Directed group of 70 sorority members and increased group unity by designing team building activities.

• Motivated 15 underachieving students toward success in district exams.

• Drafted a proposal for an educational project resulting in a $600 grant award.

Creativity
• Conceptualized yearlong project for ESL students that will culminate in a journal of autobiographical works.

• Designed visual concept for a magazine debut event.

• Developed a semester teaching unit on culture, ethnicity, and identity.

Software Applications
• MS Word, Excel, Adobe PhotoShop, SoundEdit Pro, Dreamweaver, strong Internet skills; designed a web page.

Experience  Project Coordinator and Tutor, Vista Verde Elementary School (9/99-present)
Managing Editor, Maganda (9/99-present)
Teaching Intern, Saddleback High School (9/99-present)
Recruitment Chairperson, Chi Omega Sorority (1/98-12/98)
Salesperson, Robinsons-May (7/97-12/98)
Instructor and Group Leader, National Cheerleaders Assoc. (5/96 - 7/96, ’97, ‘98)
**Dress for an Interview**

**Keep in Mind...**

*Where to shop for interview attire*
- Macy's (men and women)
- Nordstrom (men and women)
- JCPenny (men and women)
- Bloomingdale's (men and women)
- Men's Wearhouse (men)
- The Limited (women)
- Ann Taylor Loft (women)
- Banana Republic (men and women)
- Steinmart (men and women)
- Marshalls (men and women)
- TJ Maxx (men and women)
- Ross Dress for Less (men and women)

**FAQs about dressing for an interview**

I have an interview scheduled, and they told me that I can dress business casual. What should I wear?

Even though an employer tells you that you can wear business casual attire, it is highly recommended that you dress in formal attire. It demonstrates professionalism and maturity.

I can’t afford a really expensive suit and I know I have to wear one for interviews, what should I do?

There are many stores available that sell quality suits at discounted prices. Some students will borrow their friend’s suit if they have an interview coming up and are not able to go shopping, but your friend’s suit may fit you differently.

What if the recruiters or company employees dress casually during career fairs or on-campus interviews?

Employers want to see if you are able to represent yourself professionally. Therefore, it is recommended that you wear formal attire to the interview.

Can I wear a shirt and tie without a jacket?

Wearing a shirt and tie without a jacket would be considered business casual and is not appropriate for interviews.

As a woman, should I wear a skirt suit or a pants suit?

Although skirt suits are more traditional for the first interview, it is now becoming more acceptable to wear pants suits.

**Proper Interview Attire**

**Women**

1. A suit with a knee-length skirt and a tailored blouse
2. Blouses should be conservative - refrain from low necklines
3. Wear minimal accessories. Modest jewelry and makeup is okay.
4. Closed-toed shoes and flesh-colored pantyhose

**Men**

1. Matching two-piece suit in navy, black, or gray (pinstripe or solid)
2. Light-colored, long-sleeved dress shirt in solid conservative colors
3. Tie should coordinate with jacket and pants, but contrast with shirt
4. Wear polished shoes with calf-length colored socks that match your pants

**More Interview Attire Help**

- [www.amdt.wsu.edu/research/dti](http://www.amdt.wsu.edu/research/dti)
- [www.dressforsuccess.org](http://www.dressforsuccess.org)
- [www.quintcareers.com/dress_for_success.html](http://www.quintcareers.com/dress_for_success.html)
Interview Techniques

before the interview
- Explore your strengths, weaknesses, interests, and career goals
- Research the employer
- Review the job description
- Prepare for commonly asked interview questions and potential questions to ask the interviewer
- Practice aloud
- Review your resume

during the interview
- Arrive early - approximately 10-15 minutes before interview
- Greet the employer and/or associates with a firm handshake and confidence
- When responding to questions, organize your thoughts and then answer
  - Give examples
  - Answers should be positive and concise
  - Don’t identify a weakness essential to the job
- Be aware of non-verbal behaviors - posture, voice, eye contact, and smile
- Relax and enjoy the conversation

after the interview
- Ask questions!
- Thank the interviewer and determine next step
- Reaffirm your interest in the position
- Re-evaluate interview questions and your responses - reflect on your performance and take notes for future reference
- Ask for a business card and send the employer a thank-you letter

what to bring...
checklist of items to always remember!
- Folder or briefcase
- Copies of your resume
- Transcripts / portfolio (if requested)
- Notebook & pen
- Calendar
- List of references
- Directions
- Questions for the employer
- Sample items (project documents, programs, proposals)

More Interview Help
- Interview Techniques online workshop at www.career.uci.edu
- RSVP for an Interview Techniques workshop at the Career Center
- Participate in Mock Interviews at the Career Center
Research:

What to Research:
- History of the organization
- Products & services
- Culture
- Management style
- Organizational structure
- Financial conditions
- Major competitors
- Plans for growth
- Job responsibilities
- Opportunities for advancement
- Locations

Where to Research:
- Company website
- Vault (www.career.uci.edu)
- hoovers.com
- wetfeet.com
- Google
- Newspapers
- Orange County Business Directory

Common Interview Questions:

Traditional Questions:
- Tell me about yourself.
- What do you know about our company?
- Why did you choose this career / major?
- How do you feel your education and work experience have prepared you for the job?
- What do you consider to be your greatest strengths and weaknesses?
- Where do you see yourself in 5 years?
- What do you consider to be your greatest accomplishment?
- What qualifications do you have that make you think that you will be successful in this business?

Behavioral Questions:
A good strategy for responding to behavioral questions is the S-A-R technique. First describe the specific **Situation** that you were in, then explain what **Action** you took, and finally tell the interviewer what the **Results** were.
- Describe a stressful situation that you were in and how you dealt with that issue.
- Give me an example of a time when you took a leadership role.
- Tell me about a time when you had to deal with a difficult person.
- Describe a time when you had to go above and beyond the call of duty.
- Tell me about a time when you failed at something.

Sample Questions to Ask:
- How is job performance measured?
- What are your expectations of new hires?
- What would you say is the most rewarding feature about this job?
- What are the biggest challenges associated with this position?
BIOLOGICAL SCIENCES 199
UNDERGRADUATE RESEARCH TRAINING PROGRAM

Are you interested in engaging in cutting-edge research?

Would you like to conduct research with a faculty member at the School of Biological Sciences or School of Medicine?

For more information about Bio 199, check out the Bio Sci Student Affairs website:

http://students.bio.uci.edu/bio199.html

Questions: contact Sherry Ong at ongsh@uci.edu
UC Irvine Undergraduate Research Opportunities Program

Enhance Your Education!

- On- & Off-Campus Research Opportunities
- Research Funding during Academic Year and Summer
  - UROP Grants & Fellowships
  - Summer Undergraduate Research Program (SURP)
  - Inter-Disciplinary Summer Undergraduate Research Experience (ID-SURE)
  - Summer Undergraduate Research Fellowship in Information Technology (SURF-IT)
  - Multidisciplinary Design Program (MDP)
  - Edwards Lifesciences Summer Undergraduate Research Program (E-SURP)
- UCI Undergraduate Research Symposium
- The UCI Undergraduate Research Journal

For More Information:

Student Services II, Suite 2300
Phone (949) 824-4189 • Fax (949) 824-1607
urop@uci.edu • www.urop.uci.edu
What is UROP?

The Undergraduate Research Opportunities Program (UROP) in the Division of Undergraduate Education encourages and facilitates faculty-mentored research and creative activities by undergraduates from all schools and academic disciplines at UCI. Research opportunities are available not only from every discipline, interdisciplinary program, and school, but also from many outside agencies, including national laboratories, industrial partners, and other universities. Opportunities are listed on the UROP Web site and distributed by e-mail throughout the academic year. Students interested in receiving more information and individualized assistance are encouraged to contact the UROP Office to set up an advising appointment. The UROP Team assists students through all phases of the research process, including proposal writing, developing research plans, project management skills, receiving grants to fund research projects, scholarly journal writing through *The UCI Undergraduate Research Journal*, and presenting results of the research or creative project through the UCI Undergraduate Research Symposium. Here is a summary of some UROP-sponsored programs offered during the academic year or summer in support of faculty-mentored undergraduate research and creative activities.

**UROP Grants & Fellowships:** UROP provides funding for continuing UCI undergraduates from all disciplines who are conducting research creative projects under the guidance of UCI faculty members. Students may apply for grants up to $1,000 for individual projects, although higher amounts can be awarded for group projects. Proposals can be submitted during two separate Calls for Proposals, in the Fall and Spring Quarters of each school year. Grant funds are to be used for research-related project expenses. Proposals for projects that do not require funding or are already receiving adequate funding from other sources may be submitted for an Honorary Fellowship.

**Summer Undergraduate Research Program:** SURP provides funding for continuing UCI undergraduates from all disciplines who are conducting summer research creative projects under the guidance of UCI faculty members. Students will work on their research topics full-time for a ten-week period, or the equivalent of 400 hours. Student applicants need to have been involved in at least one quarter of faculty-mentored undergraduate research or creative activity before the beginning of the summer. SURP Fellows receive up to a $3,000 stipend in support of their time and efforts over the summer. Proposals for projects that do not require funding may be submitted for an Honorary Fellowship.

**Inter-Disciplinary Summer Undergraduate Research Experience:** ID-SURE provides funding for continuing UCI undergraduates from all disciplines who are conducting interdisciplinary summer research projects related to health promotion and disease prevention under the guidance of UCI faculty members. Students will become fully immersed in their research topic full-time for an eight-week period, or the equivalent of 320 hours. Applicants need to have been involved in at least one quarter of faculty-mentored undergraduate research or creative activity before the beginning of the summer. ID-SURE Fellows will receive up to a $2,400 stipend in support of their time and efforts over the summer. Proposals for projects that do not require funding may be submitted for an Honorary Fellowship.

**Summer Undergraduate Research Fellowship in Information Technology:** SURF-IT provides the opportunity for continuing UCI juniors and seniors to become involved in IT-related research under the guidance of UCI faculty members. Applicants need to have been involved in at least one quarter of faculty-mentored undergraduate research or creative activity before the beginning of the summer. Participants will work on their projects full-time for 10 weeks during the summer, earning up to a $3,000 stipend in support of their time and efforts.

**Multidisciplinary Design Program:** MDP engages UCI undergraduate students from all disciplines in five-member design teams, co-mentored by at least two faculty mentors from different schools. Participants have the opportunity to choose from a variety of innovative and creative design projects related to the areas of energy, environment, healthcare, and culture. Each project receives funding for project expenses and dedicated space in the Calit2 Building.

**Edwards Lifesciences Undergraduate Research Program:** E-SURF provides funding for continuing UCI undergraduates from all disciplines who are conducting summer research projects under the guidance of UCI faculty members associated with the Edwards Lifesciences Center. Students work on their research topics full-time for a ten-week period, or the equivalent of 400 hours. Student applicants need to have been involved in at least one quarter of faculty-mentored undergraduate research or creative activity before the beginning of the summer. E-SURF Fellows receive up to a $2,000 stipend for their time and efforts.

**Symposium:** The annual UCI Undergraduate Research Symposium provides an opportunity for undergraduates from all disciplines to present their research results in a professional setting. UROP, SURP and ID-SURE Fellows are required to present; however, the Symposium is open to all students. Activities include oral and poster presentations, student performances, a keynote speaker, and an awards ceremony. Everyone is welcome to attend and participate in this celebrated UCI event, which is held in May. The Call for Abstracts is announced during the Spring Quarter.

**Journal:** *The UCI Undergraduate Research Journal* is a compilation of outstanding research papers completed by UCI undergraduate students from all schools and disciplines. The UROP Student Editorial Board handles the regulation, initial review of papers, and production of the *Journal*. Final research papers are reviewed and selected by the UROP Faculty Advisory Board. Detailed submission guidelines and the paper submission form are on the UROP Web site. The Call for Papers is held each year in June.
# 2014-2015 UROP Workshops & Deadlines

## Fall Quarter

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<thead>
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<th>Workshop/Deadline</th>
<th>Date</th>
<th>Time*</th>
<th>Location</th>
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<tbody>
<tr>
<td>Get Involved in Research</td>
<td>Wednesday, Oct. 8</td>
<td>2-4</td>
<td>Student Services II, 1010A/B</td>
</tr>
<tr>
<td>Get Involved in Research</td>
<td>Tuesday, Oct. 14</td>
<td>4-6</td>
<td>Student Services II, 1010A/B</td>
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<tr>
<td>Get Involved in Research</td>
<td>Thursday, Oct 23</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
</tr>
<tr>
<td>Get Involved in Research</td>
<td>Wednesday, Oct. 29</td>
<td>4-6</td>
<td>Student Services II, 1010A/B</td>
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<tr>
<td>UROP Proposal Writing</td>
<td>Thursday, Oct. 30</td>
<td>3-5</td>
<td>Calit2 Auditorium</td>
</tr>
<tr>
<td>Get Involved in Research</td>
<td>Thursday, Nov. 6</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
</tr>
<tr>
<td>UROP Fall Call for Proposals</td>
<td>Monday, Nov. 10</td>
<td>Deadline</td>
<td>Online Submission - UROP Web site</td>
</tr>
<tr>
<td>Get Involved in Research</td>
<td>Wednesday, Nov. 19</td>
<td>3-5</td>
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<tr>
<td>Summer Research Opportunities</td>
<td>Tuesday, Nov. 25</td>
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<td>Student Services II, 1010A/B</td>
</tr>
<tr>
<td>Get Involved in Research</td>
<td>Wednesday, Dec. 3</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
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## Winter Quarter

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<th>Time*</th>
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<tbody>
<tr>
<td>Get Involved in Research</td>
<td>Thursday, Jan. 8</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
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<tr>
<td>Summer Research Opportunities</td>
<td>Wednesday, Jan. 14</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
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<tr>
<td>Get Involved in Research</td>
<td>Tuesday, Jan. 20</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
</tr>
<tr>
<td>Summer Research Opportunities</td>
<td>Wednesday, Jan. 28</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
</tr>
<tr>
<td>Get Involved in Research</td>
<td>Tuesday, Feb. 3</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
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<tr>
<td>Get Involved in Research</td>
<td>Wednesday, Feb. 11</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
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<tr>
<td>Get Involved in Research</td>
<td>Thursday, Feb. 19</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
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<tr>
<td>Get Involved in Research</td>
<td>Wednesday, Feb. 25</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
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<tr>
<td>Present &amp; Publish Your Research</td>
<td>Wednesday, March 4</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
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<tr>
<td>Get Involved in Research</td>
<td>Thursday, March 5</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
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## Spring Quarter

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<tbody>
<tr>
<td>Get Involved in Research</td>
<td>Wednesday, April 1</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
</tr>
<tr>
<td>Present &amp; Publish Your Research</td>
<td>Thursday, April 9</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
</tr>
<tr>
<td>Prepare for Symposium</td>
<td>Tuesday, April 14</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
</tr>
<tr>
<td>Symposium Call for Abstracts</td>
<td>Monday, April 20</td>
<td>Deadline</td>
<td>Online Submission - UROP Web site</td>
</tr>
<tr>
<td>UROP &amp; Summer Programs Proposal Writing</td>
<td>Tuesday, April 21</td>
<td>3-5</td>
<td>Calit2 Auditorium</td>
</tr>
<tr>
<td>Prepare for Symposium</td>
<td>Thursday, April 23</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
</tr>
<tr>
<td>Prepare for Symposium</td>
<td>Wednesday, April 29</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
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<tr>
<td>SURF-IT Call for Applications</td>
<td>Monday, May 4</td>
<td>Deadline</td>
<td>Online Submission - UROP Web site</td>
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<td>SURP, ID-SURE &amp; E-SURP Call for Proposals</td>
<td>Monday, May 4</td>
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<tr>
<td>UROP Spring Call for Proposals</td>
<td>Monday, May 4</td>
<td>Deadline</td>
<td>Online Submission - UROP Web site</td>
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<tr>
<td>Practice Your Presentation</td>
<td>Tuesday, May 12</td>
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<td>Crescent Bay A</td>
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<tr>
<td>Practice Your Presentation</td>
<td>Wednesday, May 13</td>
<td>3-5</td>
<td>Crescent Bay A</td>
</tr>
<tr>
<td>Practice Your Presentation</td>
<td>Thursday, May 14</td>
<td>3-5</td>
<td>Crescent Bay A</td>
</tr>
<tr>
<td>UCI Undergraduate Research Symposium</td>
<td>Saturday, May 16</td>
<td>7:30-5</td>
<td>UCI Student Center</td>
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<tr>
<td>Publish in the Journal</td>
<td>Thursday, May 21</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
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<tr>
<td>Publish in the Journal</td>
<td>Tuesday, May 26</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
</tr>
<tr>
<td>Journal Application</td>
<td>Monday, June 29</td>
<td>Deadline</td>
<td>Online Submission - UROP Web site</td>
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</tbody>
</table>

* Most workshops will only last 1-½ hours with the exception of the Practice Your Presentation Workshops.

**Undergraduate Research Opportunities Program (UROP)**

Student Services II, Suite 2300 (949) 824-4189
Web site: [www.urop.uci.edu](http://www.urop.uci.edu) E-mail: urop@uci.edu
RESEARCH your prospective field

- Talk with: professors or other UCI staff
- Meet with: people working in that industry or studying in that field
- Check out: the Occupational Outlook Handbook in the Career Center Library or visit www.bls.gov/oco
- Identify: prospective schools and seek information on their programs. Check out the Peterson's Guide to Graduate and Professional Schools in the Career Center Library or online at www.petersons.com

EVALUATE the various graduate programs based on:

- Department: Certain institutions are known for particular programs. Check out the Gourman Report or U.S. News Best Graduate Schools in the Career Center library
- Faculty: Research the reputation and areas of specialization of the faculty
- Program: Each school has a different curriculum and philosophy. Make sure they meet your educational goals
- Facilities: Find out about the libraries, laboratories, and research facilities. What is the depth of the library collection in your particular field of interest?
- Size: There are advantages and disadvantages to both small and large universities.
- Placement: Where do graduates go after completing the program?
- Degree requirements: List all requirements such as residency, unit requirements, language requirements, examinations, candidacy, dissertation, or thesis.

PREPARE for the admissions process

- Complete your bachelor's degree
- Aim for a minimum of 3.0 GPA – Some schools average your last 2 years of school, or the courses in your field of concentration.
- 2-3 letters of recommendation - Choose individuals who know you academically and/or professionally and will give you the best recommendation. The job title or status of that person does not matter; however, at least one reference should be a professor. Before asking for a recommendation, meet with your reference to discuss your career goals and inform them about the program(s).
- Statement of purpose – State why you are most qualified to be in that particular program. This is a qualitative way to show your eligibility, not quantitative like GRE scores, transcripts, and grades.
- Admissions tests - In most cases, the Graduate Records Exam (GRE) will be required. Check with each school to identify the appropriate exam.

FINANCE your education

- Fellowships: Given to students with the expectation that they will maintain and achieve good standing.
- Loans: Check with the financial aid department of the schools to which you are applying about loan possibilities. Loans must be repaid.
- Assistantships: You receive a stipend for which you perform services related to your field.
- Grants: Like fellowships, these are gifts to graduate students that do not have to be repaid. They are often awarded based upon need and/or special qualifications.
- Work study: This type of financial aid assists graduate students by providing job opportunities within the institution or in a public or non-profit agency for up to 20 hours per week.

Resources Available in the Career Center Library:

- Preparation: GRE, LSAT, GMAT, MCAT, etc.
- ABA Guide to ABA approved Law Schools
- MBA Programs
- U.S. News - Best Graduate Schools
- Paying for Graduate School
- APA Guide to Graduate Study in Psychology

- Kaplan Admissions Advisor: Business School, Graduate School, and Medical School
- Peterson's Guide to Graduate and Professional Schools
- Graduate Admissions Essays

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Admissions Checklist

Determine which type of graduate program best fits your career goals
Research specific graduate programs of interest. Look at admissions & financial aid applications
Prepare for needed entrance exams. Plan to take exams in Summer and/or early Fall
Take required examinations (may also take again in Fall)
Attend the Grad School Fair

September
Continue researching graduate programs of interest
Find out when graduate transcripts must be sent and what other materials are required
Check applications for specific deadlines
Register for required entrance exams

October
Talk to graduate recruiters visiting the campus or in the area
If possible, visit the schools in which you are interested. Talk with admissions staff, department faculty, and/or current graduate students
Request needed letters of recommendation

November
Begin preparing your financial aid application. These are often required at the same time or earlier than admissions applications
Write personal statement

December
Some admissions applications might be due this month
Check on your transcripts and letters of recommendations to see that they have been sent

January
Last chance to take the required tests for Fall admissions (it may be too late for some schools)
Check with each school to see that they have received all materials, including test scores and financial statements. If some of your application materials are missing, you might be eliminated from consideration

February (or after sending off applications)
Wait to hear whether you have been accepted
Continue to make contact with representatives of the schools to which you applied to and check on the progress of your applications

Avoid losing letters or asking professors to write letters to numerous schools by storing your letters online.
LOR-Online, through the Career Center, allows you to manage the storage and mailing of your letters of recommendation.

Career Center Resources
- Grad School Advising
- Literature on Admissions, Sample Essays, Financial Aid, and more
- Selecting & Applying to Grad School Workshop
- GRE, GMAT, LSAT, & MCAT test information
- Grad School Fair (Fall Quarter)

If You Don’t Get Accepted
Talk to a career counselor to determine some reasons why you were not accepted, and decide if you should revisit your goals. Don’t give up - students are sometimes accepted on their second or third try, or even later.
Your grades and test scores will determine whether or not you will be considered for admittance to graduate school. Your personal statement will determine if you are unique enough from the other qualified applicants to actually be admitted.

Before writing...

Read the Question!
A fantastic essay that does not answer the question the admissions committee asks will get you nowhere. Read the question, re-read the question, and then write your personal statement with the question constantly in mind.

Develop a Theme
Graduate school personal statements need a thesis, organization, cohesiveness, and direction. The essay question is usually structured to give leeway to be creative, so take advantage of the writing freedom. Develop a creative theme that answers the essay question and gets across your message. Remember, the admissions committee reads hundreds of essays. Make sure you write one that stands out!

Read Example Admissions Essays
The Career Center library has many books on successful admissions essays. Read a few essays and find out what you like and dislike about each.

When writing...

Be Positive
You’ve graduated from UCI, you have career goals, and over the past four years you have accomplished a lot, so be proud and be positive. Try to avoid the negative. If it sounds like you do not have confidence in your own accomplishments, the admissions committee will not have confidence in you.

Give Details
Anyone can claim to be assertive, intelligent, creative, ambitious, and analytical. You need to prove that you have the skills and characteristics you possess. If you claim you can research well, explain why and give examples. If you cannot backup your talents, then they are not worth mentioning. Avoid words like meaningful, invaluable, rewarding, instead explain your feelings. This is a “personal” statement. Explain events in detail because they reveal who you are. It is better to have a few great points and stories than a lot of undescrptive generalities.

Seek Help
The personal statement should never be completed alone. Have friends, family, and advisors give constructive comments and criticism.

Need help getting started? Think about these questions...

- What is special, distinctive, unique, or impressive about you or your life story?
- How did you learn about this field?
- What characteristics and skills do you possess that enhance your prospects for success?
- Have you overcome any unusual obstacles?
- Are there any gaps in your academic record that you want to explain?
- What are the most compelling reasons for the admissions committee to be interested in you?
Sample Outline

**Opening Paragraph:** State your general reasons for pursuing graduate study and introduce yourself to the selection committee in a compelling manner. Make it interesting; the committee members will read many applications, so be sure yours gives them a sense of your particular talents and individuality.

**Background:** Describe your community and family background and tell how your interest in, and knowledge of your chosen field developed. Describe any personal attributes and qualities that would help you complete graduate study successfully, such as determination in achieving your goals, initiative and ability in developing ideas, and capacity for working through problems independently.

**Qualifications:** Explain those experiences that will serve as a foundation for your forthcoming graduate work. Discuss (1) your expertise and accomplishments in your major field, (2) your undergraduate studies in general and how they relate to what you intend to do in graduate school, (3) specific learning experiences that demonstrate your motivation and inspiration for continued study, and (4) other relevant experiences such as jobs for community activities, including names of organizations and concrete detail.

**Specific Goals:** Express the specific training and background that you would like to acquire while in your graduate program. Your specific goals should be consistent with the goals and training objectives of the department to which you are seeking admission.

**Closing Paragraph:** Leave the reader with a strong sense that you are qualified and will be successful in graduate or professional school. Here, as throughout your Statement of Purpose, try to be as brief but as informative as possible.

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**Do...**

1. Unite your essay and give it direction with a theme or thesis
2. Before you begin writing, choose what you want to discuss and the order in which you want to discuss it
3. Use concrete examples from your life experience to support your thesis and distinguish yourself from other applicants
4. Write about what interests and excites you. That’s what the admissions staff wants to read
5. Start your essay with an attention-grabbing lead – an anecdote, quote, question or engaging description of a scene
6. End your essay with a conclusion that refers back to the lead and restates your thesis
7. Revise your essay at least three times
8. In addition to your editing, ask someone else to critique your statement for you
9. Proofread your statement by reading it out loud or into a tape recorder and playing it back
10. Write clearly and succinctly

**Don’t...**

1. Include information that does not support your thesis
2. Start your essay with “I was born in…” or “my parents came from…"
3. Write an autobiography, itinerary, or resume in prose
4. Endeavor to be a clown, although gentle humor is okay
5. Be afraid to start over if the essay just isn’t working or fails to answer the essay question
6. Try to impress your reader with confusing vocabulary
7. Rely exclusively on your computer to check your spelling
8. Provide a collection of generic statements
9. Give weak excuses for your GPA or test scores
10. Lie or exaggerate
Contacts & Resources

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