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**Contents**

**SUPPORTERS:**
Student Success Programs, Teaching and Learning Commons, Division of Arts and Humanities, Jacobs School of Engineering: Computer Science and Engineering, Scripps Institution of Oceanography, International Center

**TRITON GUIDE DESIGNED BY:**
Career Advisors - Roxanne Farkas, Michael Stromayer and Joel Tolson

Icons throughout the book made by Freepik from www.flaticon.com
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<thead>
<tr>
<th>Number</th>
<th>Prompt</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hi, my <strong>NAME</strong> is...</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>My <strong>BIG GOAL</strong> is...</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>My <strong>EDUCATIONAL BACKGROUND</strong> includes...</td>
<td></td>
</tr>
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<td>4.</td>
<td>Some <strong>RELEVANT CLASSES</strong> I’ve taken include... (list 1-2)</td>
<td></td>
</tr>
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<td>5.</td>
<td>My <strong>KEY SKILLS</strong> and <strong>QUALIFICATIONS</strong> include...</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Some of my <strong>RECENT ACCOMPLISHMENTS</strong> are...</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>One thing that makes me <strong>UNIQUE</strong> is...</td>
<td></td>
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1. Use these prompts to help you develop a compelling and quick summary of your skill sets that you can share with a decision maker.
2. Share things the person you’re pitching to can easily remember and find interesting.
3. Your pitch should help you engage the listener in a conversation, so don’t talk too much about yourself and use your pitch to help lead into a question about the person or company.
These career readiness competencies icons are used throughout this guide to illustrate which competencies are associated with the subject under discussion.

### Critical Thinking/Problem Solving
- Reveille, Junior – I use problem solving in my lab to fix and resolve issues with an experiment
- Sixth College, Junior – Think of new ways to host a gallery/reception with available rooms when no galleries were available, used various rooms and make that part of the visual show
- Muir, Junior – I use critical thinking to help me create solutions to solve problems in medicine through research and understanding context

### Research Ability
- Muir College, Math/Economics, Junior – My experience with research comes from writing essays
- Muir College, Math and Computer Science, Sophomore – I got excellent grades in my coursework which required a great deal of collection on multiple sources and writing essays
- Muir College, Chemical Engineer, Freshman – I came up with a design for a technical team project

### Oral, Written, & Digital Communication
- Eleanor Roosevelt College, Communication, Junior – I won first place in a speech competition
- Mathematics Major, Senior – I use my oral and communication skills to excel in my sales position

### Teamwork/Cross-Cultural Collaboration
- Sixth College, Public Health, Junior – I demonstrate teamwork through cross-cultural collaboration, when working with my peers on group projects
- Muir College, Public Health, Senior – I work with a group of students to find ways to make the transitions into college easier
- Eleanor Roosevelt College, Cognitive Science/Behavior Neuroscience – As an international student, I work with all different cultural, diverse backgrounds, and we study and converse; I like to collaborate because it allows me to see the beauty of different cultures

### Understanding Global Context
- Marshall College, Biochemistry and Cell Biology, Senior – Pieced together the world’s overall health and why it’s at the current state
- Reveille College, International Business, Junior – I use understanding global context to gain a better perspective of others to create better conversations

### Leadership
- Sixth College, International Business – I was the President of my student organization
- Eleanor Roosevelt College, Human Development Program, Senior – I took the initiative to be the vision leader for the Filipino Bible study under Intervarsity; I invited people to come out, I planned themes and facilitated discussions

### Professionalism/Integrity
- Muir College, Management Science, Sophomore – I took the initiative in a final group project by assigning roles and goals to the team and I was able to complete the project by the a specific date and organized and coordinated the entire team project

### Self-reflection
- Sixth College, Human Development – I constantly evaluate myself on the softball field; I evaluate my strengths and weaknesses and performance; I am able to make adjustment and improve through self-reflection
- Eleanor Roosevelt College – Self-reflection allows me to understand how I feel, how I interact with other people and how I am aware of my environment; I constantly work on positively motivating myself

### Career Development
- Eleanor Roosevelt College, Freshman – I searched the career database twice a day and use the services at the Career Center to get my resume critiqued by the Career Peer Educators
- Marshall College, Communication, Critical Gender Studies, Senior – Resumes Services at the Career and meeting the Career Peer Educators and Career Advisors was really helpful

### Digital Information Fluency
- Marshall College, Human Development Program, Junior – When I went to interior designer school I use to do social media marketing for myself and I have a digital portfolio and I received a salary for getting paid from clients from a hashtag search

### Civic Engagement/Social Responsibility
- Eleanor Roosevelt College, Senior, Literature Major/Writing – I volunteered in an after-school program for low-income elementary school students
- Thurgood Marshall, Freshman, Political Science – Since coming to UC San Diego I have started engaging in tutoring program geared toward disadvantaged students

### Innovation/Entrepreneurial Thinking
- Sixth College, Senior – Emailing insert forms about an idea
### What Are Your Strengths?

#### Themes

- **Achiever**
  - People exceptionally talented in the Achiever theme work hard and possess a great deal of stamina. They take immense satisfaction in being busy and productive.

- **Activator**
  - People exceptionally talented in the Activator theme can make things happen by turning thoughts into action. They are often impatient.

- **Adaptability**
  - People exceptionally talented in the Adaptability theme prefer to go with the flow. They tend to be “now” - people who take things as they come and discover the future one day at a time.

- **Analytical**
  - People exceptionally talented in the Analytical theme search for reasons and causes. They have the ability to think about all the factors that might affect a situation.

- **Arranger**
  - People exceptionally talented in the Arranger theme can organize, but they also have a flexibility that complements this ability. They like to determine how all of the pieces and resources can be arranged for maximum productivity.

- **Belief**
  - People exceptionally talented in the Belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their lives.

- **Command**
  - People exceptionally talented in the Command theme have presence. They can take control of a situation and make decisions.

- **Communication**
  - People exceptionally talented in the Communication theme generally find it easy to put their thoughts into words. They are good conversationists and presenters.

- **Competition**
  - People exceptionally talented in the Competition theme measure their progress against the performance of others. They strive to win first place and revel in contests.

- **Connectedness**
  - People exceptionally talented in the Connectedness theme have faith in the links among all things. They believe there are few coincidences and that almost every event has meaning.

- **Consistency**
  - People exceptionally talented in the Consistency theme are keenly aware of the need to treat people the same. They try to treat everyone with equality by setting up clear rules and adhering to them.

- **Context**
  - People exceptionally talented in the Context theme enjoy thinking about the past. They understand the present by researching its history.

- **Deliberative**
  - People exceptionally talented in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate obstacles.

- **Developer**
  - People exceptionally talented in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement and derive satisfaction from evidence of progress.

- **Discipline**
  - People exceptionally talented in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.

- **Empathy**
  - People exceptionally talented in the Empathy theme can sense other people’s feelings by imagining themselves in others’ lives or situations.

- **Focus**
  - People exceptionally talented in the Focus theme can take a direction, follow through, and make the corrections necessary to stay on track. They prioritize, then act.

- **Futuristic**
  - People exceptionally talented in the Futuristic theme are inspired by the future and what could be. They energize others with their visions of the future.

- **Harmony**
  - People exceptionally talented in the Harmony theme look for consensus. They don’t enjoy conflict, rather, they seek areas of agreement.

- **Ideation**
  - People exceptionally talented in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.

- **Includer**
  - People exceptionally talented in the Includer theme accept others. They show awareness of those who feel left out and make an effort to include them.

- **Individualization**
  - People exceptionally talented in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how different people can work together productively.

- **Input**
  - People exceptionally talented in the Input theme have a craving to know more. Often they like to collect and archive all kinds of information.

- **Intelligence**
  - People exceptionally talented in the Intelligence theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.

- **Learner**
  - People exceptionally talented in the Learner theme have a great desire to learn and want to continuously improve. The process of learning, rather than the outcome, excites them.

- **Maximizer**
  - People exceptionally talented in the Maximizer theme focus on strengths as a way to stimulate personal and group excellence. They seek to transform something strong into something superb.

- **Positivity**
  - People especially talented in the Positivity theme have contagious enthusiasm. They are upbeat and can get others excited about what they are going to do.

- **Relator**
  - People exceptionally talented in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.

- **Responsibility**
  - People exceptionally talented in the Responsibility theme take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.

- **Restorative**
  - People exceptionally talented in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.

- **Self-Assurance**
  - People exceptionally talented in the Self-Assurance theme feel confident in their ability to manage their own lives. They possess an inner compass that gives them confidence that their decisions are right.

- **Significance**
  - People exceptionally talented in the Significance theme want to be very important in others’ eyes. They are independent and want to be recognized.

- **Strategic**
  - People exceptionally talented in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.

- **Woo**
  - People exceptionally talented in the Woo theme love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with someone.
How Do You Apply Your Strengths?

Using the CliftonStrengths assessment, discover what your strengths are and how they show up in each domain area.

<table>
<thead>
<tr>
<th>EXECUTING</th>
<th>INFLUENCING</th>
<th>RELATIONSHIP BUILDING</th>
<th>STRATEGIC THINKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>People with dominant Executing themes know how to make things happen.</td>
<td>People with dominant Influencing themes know how to take charge, speak up, and make sure the team is heard.</td>
<td>People with dominant Relationship Building themes have the ability to build strong relationships that can hold a team together and make the team greater than the sum of its parts.</td>
<td>People with dominant Strategic Thinking themes help teams consider what could be. They absorb and analyze information that can inform better decisions.</td>
</tr>
</tbody>
</table>

### Achiever
- Arranger
- Belief
- Consistency
- Deliberative
- Discipline
- Focus
- Responsibility
- Restorative

### Activator
- Command
- Communication
- Competition
- Maximizer
- Self-Assurance
- Significance
- Woo

### Adaptable
- Connectedness
- Developer
- Empathy
- Harmony
- Includer
- Individualization
- Positivity
- Relator

### Analytical
- Context
- Futuristic
- Ideation
- Input
- Intellection
- Learner
- Strategic

---

1. Which domain is most dominant for you?
2. In which domain are you least dominant?
3. Are your colleagues/faculty/peers aware of your talents and strengths in this domain? If so, how?
4. Have you been "blind" to any of your less dominant domains? If so, how?

---

**Name It!**

**Claim It!**

**Claim Crucial Insight Statements About This Theme**

**Goal or Objective**

**Set up Intentional Steps to Leverage the Talents**

---

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### Are You Career Ready?

#### 1. Career Management

<table>
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<th>Exploring</th>
<th>Developing</th>
<th>Advancing</th>
<th>Mastering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next steps in the career development process are still being determined.</td>
<td>Next steps are known but the details are not.</td>
<td>Can describe at least one thing that I plan to do to advance myself towards my career goal with SMART goals known.</td>
<td></td>
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</tbody>
</table>

#### 2. Professional Objective

<table>
<thead>
<tr>
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<th>Advancing</th>
<th>Mastering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can list a professional objective.</td>
<td>Can list at least one job title I am interested in.</td>
<td>Can list 1-2 professional objectives and have a basic understanding of how my interests/skills/talents are a good fit for my desired career of choice.</td>
<td></td>
</tr>
</tbody>
</table>

#### 3. Experience

<table>
<thead>
<tr>
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<th>Mastering</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not able to identify any past or current skill building experiences.</td>
<td>Have completed 1-2 skills building experiences (volunteer, leadership, internships, etc.).</td>
<td>Have successfully completed 1-4 experiences and accomplishments and can articulate the experiences orally.</td>
<td>Can describe multiple internships/job search strategies and demonstrate understanding of the job search process.</td>
</tr>
</tbody>
</table>

#### 4. Professional Portfolio

<table>
<thead>
<tr>
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<th>Mastering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have not yet developed effective marketing materials (resume, cover letter, LinkedIn, Portfolium, etc.).</td>
<td>Have developed marketing materials and have had them reviewed by career advisor, career peer, faculty, staff, or mentors.</td>
<td>I can introduce and describe professional goals, interests and value, but cannot make an effective connection with the field of interest/position/employer or graduate school.</td>
<td></td>
</tr>
</tbody>
</table>

#### 5. Negotiation

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>I can introduce and describe professional goals, interests and values, but cannot make an effective connection with the field of interest/position/employer.</td>
<td>Able to articulate skills valued and gained to the employer.</td>
<td>Able to advocate for standard salary and basic compensation needs.</td>
<td></td>
</tr>
</tbody>
</table>

#### 6. Networking

<table>
<thead>
<tr>
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<th>Developing</th>
<th>Advancing</th>
<th>Mastering</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can introduce and describe professional goals, interests and value, but cannot make an effective connection with the field of interest/position/employer.</td>
<td>Can introduce and describe some professional goals, interests, and/or values.</td>
<td>Can introduce and describe professional goals, interests and value, but cannot make an effective connection with the field of interest/position/employer or graduate school.</td>
<td></td>
</tr>
</tbody>
</table>

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**Professional Portfolio**

(portfolium.ucsd.edu)

**Negotiation**

(Salary/Communication)

**Networking**

(Know how to effectively communicate with employers OR graduate/medical school admissions committees)

---

1. Career Management
2. Professional Objective
3. Experience
4. Professional Portfolio
5. Negotiation
6. Networking
Resume 101 | Best Practices

Resume Action Verbs

Resume Instructions
- Highlight a strong GPA (3.0 or better).
- Highlight coursework that is relevant to the job you are seeking.
- Review the job description to identify skills that are relevant to the position you are seeking.
- Present your accomplishments in the experience section by adding a result or outcome to your task.
- List a few “Memberships” and “Activities,” especially if they are relevant to the position.
Resume Bullet Points

Instructions: Practice writing bullet points using the Action + Project + Result (APR) equation. Pick an action verb from above, write in a project you worked on, and share the result or outcome of the project in the result section.

BULLET FORMULA: Action Verb + Project + Result = Successful bullet point!

EX: Planned fundraising event for 500 participants resulting in $3000 donation to the Red Cross

---

**ACTION** + **PROJECT**

---

**RESULT**

---

**ACTION** + **PROJECT**

---

**RESULT**

---

**ACTION** + **PROJECT**

---

**RESULT**

---

---

Accomplishment Memory Joggers

If you have trouble developing content for your bullet points, use the following memory joggers to help you recall your accomplishments:

- Did you identify any problems or challenges?
- Did you resolve or minimize any problems?
- Did you introduce a technical innovation that was adopted?
- Did you create any original works: reports, brochures, newsletters, guides, manuals, proposals, contracts, etc.?
- Did you target a need for a product, service, plan, program, system, method, procedure, technique?
- Did you produce results or reports whose recommendations were well received by your supervisor(s), and whose suggestions were incorporated into their future planning?
- Did you develop or design a new program, plan, service, product, process, project, system method, strategy, etc.?
- Did you improve (redesign, streamline or reorganize), administer or implement any projects, plans, programs, processes, services, products, etc.?
- Did you improve employee relations or boost morale?
- Did you facilitate or improve communication among employees, with clients, or with the community?
- Did you train, present or impart knowledge to management, staff, mentees, undergrads, postbacs?
- Did you reduce liability for an organization by suggesting safety improvement, increased efficiency or productivity?
- Did you collaborate/liaise with others?
- Did you formulate or participate in formulating any management decisions, policies, goals, etc.?
- Did you reduce costs, waste, time or effort?
- Did you develop or design a new program, plan, service, product, process, project, system method, strategy, etc.?
- Did you produce results or reports whose recommendations were well received by your supervisor(s), and whose suggestions were incorporated into their future planning?
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- Did you formulate or participate in formulating any management decisions, policies, goals, etc.?
- Did you reduce costs, waste, time or effort?

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YOUR NAME  Address | Telephone Number | Email Address | LinkedIn

January 1, 20xx

A.) Ms. Jane Doe  
Senior Associate  
Smith & Associates Accounting Group  
123 Barbary Lane  
San Francisco, CA 94105

B.) Dear Ms. Doe:  
I am submitting my resume in consideration for the Tax Intern position with Smith & Associates Accounting Group, as advertised on the _______ website. Given my background in accounting and extensive leadership experience, I believe this position is a strong match for my skills and career interests.

C.) I developed a keen interest in public accounting while working toward an undergraduate minor in accounting at Rady School of Management. Specifically, my class in Intermediate Accounting allowed me to develop a solid foundation preparing and interpreting accounting information under both RASB and IASB guidelines. As a result, I will be ready to sit for the CPA exam upon graduation. In addition to my academic training, I bring to the position strong interpersonal, communication and leadership skills. My experience as President of the Undergraduate Accounting Society has provided me with the opportunity to successfully lead an organization of more than 100 students, while managing all operations of the organization. Combined with the extensive analytical skills that I developed as the Operations Assistant and Trading Intern, these qualifications make me well-suited to work for Smith & Associates Accounting Group.

D.) As a proven leader, team player and problem-solver, I feel my skills and experience make me an ideal candidate for the Tax Internship position. I would welcome the opportunity to interview and thank the reader for their time.

Sincerely,

Your Name

Questions to Consider

Is It Relevant?
It can be tempting to spend your cover letter discussing those skills, experiences, or accomplishments that you yourself find most interesting. However, these will fall on deaf ears unless they are also what will interest the reader/hiring manager: edit your letter with an eye towards what they need to know in order to decide to interview you.

Is It Supported?
Anyone can claim that they have a particular skills or experience. Evidence, in the form of specific past experiences demonstrating the depth and breadth of your abilities, is what convinces the hiring manager that you aren’t just anyone.

Can It Be Cut?
Good documents include all the relevant information, great documents cut out the less-important information so the most-critical information is easy for the hiring manager to find. In general, the length of the 2nd draft = the 1st draft minus 10%
The LinkedIn Alumni Tool

There’s no better place to launch your career
And we can tell you where people who went to your school are and what they’re up to. Whether you’re a student or recent graduate, the Alumni Tool can help you make academic and career choices based on the actual paths of alumni.

A Career Planning Resource for Students Unlike Any Other
Gathered from the profiles of hundreds of millions of members, LinkedIn’s Alumni Tool lets you explore alumni career paths from more than 23,000 colleges and universities worldwide - and build relationships that can help you along the way.

Explore Any Way You Want
Explore your own school (or any other) to see where graduates live, the organizations they work for, and the types of jobs they’ve had. You can also narrow down by date range, what they studied, what they’re skilled at, and how you’re connected on LinkedIn. Just click on any bar in the Alumni Tool to drill down into specific careers, employers, locations, major, skills, or degree of connection.

Choosing a college or graduate program?
Use the Alumni Tool to see which schools place graduates in the types of jobs you want. Search for a school you’re interested in, select a relevant field of study, and you’ll get a top 25 list of employers that have hired graduates. Click on the names below to see the paths they took from school to their current positions.

Planning your academic path?
The Alumni Tool is a great resource for thinking through what to major (or minor) in, and skills and certifications that will help you in the working world. Check out “What they studied” and “What they’re skilled at” for example. Learn from those who have gone before you.

Starting your job hunt?
Let’s say you have a specific company in mind you’d like to work for. Use the Alumni Tool to find graduates of your school - and with your major - who work there now. Compare their skills to your own and see where you might need to bulk up. Many alumni want to help current students reach out to them for an insider’s perspective. It’s a great way to get your foot in the door.

Get exploring
Get going at www.linkedin.com/alumni

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LinkedIn Profile Checklist

- **PHOTO:** It doesn’t have to be fancy - just use your cellphone camera in front of a plain background. Wear a nice shirt and don’t forget to smile!

- **HEADLINE:** Tell people what you’re excited about now and the cool things you want to do in the future.

- **SUMMARY:** Describe what motivates you, what you’re skilled at, and what’s next.

- **EXPERIENCE:** List the jobs you held, even if they were part-time, along with what you accomplished at each. Even include photos and videos from your work.

- **ORGANIZATIONS:** Have you joined any clubs at school or outside? Be sure to describe what you did with each organization.

- **EDUCATION:** Starting with college, list all the educational experiences you’ve had - including summer programs.

- **VOLUNTEER EXPERIENCE & CAUSES:** Even if you weren’t paid for a job, be sure to list it. Admissions officers and employers often see volunteer experience as just as valuable as paid work.

- **SKILLS & EXPERTISE:** Add at least 5 key skills - and then your connections can endorse you for the things you’re best at.

- **HONORS & AWARDS:** If you earned a prize in or out of school, don’t be shy. Let the world know about it!

- **COURSES:** List the classes that show off the skills and interests you’re most excited about.

- **PROJECTS:** Whether you led a team assignment in school or built an app on your own, talk about what you did and how you did it.

- **RECOMMENDATIONS:** Ask managers, professors, or classmates who’ve worked with you closely to write a recommendation. This gives extra credibility to your strengths and skills.

Want more LinkedIn tips for students? Check out students.linkedin.com
Top 10 Interview Best Practices

1. Research the company and review the job description before the interview.
2. Identify your top skills and experiences relevant to the position.
3. Complete a practice/mock interview prior to the actual interview.
5. Bring copies of your resume/references to the interview.
6. Arrive 10-15 minutes before the interview, turn off cell phone, go alone.
7. Be specific and provide examples in your responses.
8. Ask 2-3 questions when they ask for questions at the end.
9. Collect business cards of the individual(s) who interviewed you.
10. Send a thank-you note within 24 hours of the interview.

Top 4 Things to Do w/Big Interview

1. Go over the written and video curriculum to learn best practices in interviewing.
   **INSTRUCTIONS:**
   - go to learn ---> click on either written or video curriculum ---> watch or read the materials in the library.

2. Record yourself answering questions.
   **INSTRUCTIONS:**
   - go to practice ---> practice interview ---> pick your categories ---> click allow camera ---> press record ---> press stop ---> press save

3. Try out the interview roulette and see if you're able to answer all of the big interview questions with ease.
   **INSTRUCTIONS:**
   - go to practice ---> press the interview roulette button ---> press allow ---> press record ---> conduct interview ---> press save

4. Send and share your recorded videos for feedback with family, friends, faculty, staff & mentors.
   **INSTRUCTIONS:**
   - go to mytools ---> press my videos ---> click on the videos you want to share by click the box next to the icon ---> press the share button at bottom of page ---> put in the email addresses of people you want to share ---> press send

Using the C.A.R. Method for Interviewing

Employers use behavioral-based questions to screen job candidates in interviews. The premise is that the most accurate predictor of future performance and competencies is past experience in similar situations. When you are responding to behavioral-based questions use the method: **CHALLENGE, ACTION, RESULT**

1. **CHALLENGE** Describe the initial challenge that you solved and/or planned to overcome.
   - “Tell me about a time that you used teamwork to solve a problem” —
   C | “Our student organization didn’t have enough funds to coordinate an ice cream social to welcome new members to UC San Diego”

2. **ACTION** Describe the action or steps taken to solve the problem. Focus on what you did specifically.
   - Here’s a response to a typical interview question: “Tell me about a time that you used teamwork to solve a problem” —
   A | “Rather than give up, I coordinated a brainstorming session to identify potential funding sources. We decided to collaborate with other student organizations, contact local businesses for donations, and reached out to alumni members via LinkedIn.”

3. **RESULT** What was the outcome? Benefits? What did you learn? Did you gain any insights?
   - Here’s a response to a typical interview question: “Tell me about a time that you used teamwork to solve a problem” —
   R | “With collaboration, I was able to secure funds to pay for the ice cream social while incorporating alumni networking to make it more rewarding. As a result, new members felt welcomed and motivated to join our organizations.”
Informational Interviews

1. Before the Interview

- Do Your Research
  - Do initial research to gain a basic understanding of the occupation or field.

- Target a Professional
  - Start with friends, family, Career Center Staff and professors.
  - Use LinkedIn and professional associations to connect with alumni or others in the industry.

- Contact
  - Request an appointment via phone/email. Be specific with your request and flexible with your availability.
  - Respond promptly and stick to agreed meeting date.

- Prepare & Impress
  - Confirm appointment, dress appropriately, know where you’re supposed to be, and show up on time. Have questions ready and take light notes. Thank them for their time and send a thank you note or email within 24-48 hours.

2. During the Interview (Take Notes)

- Introduce Yourself (What’s your intro?)

- Share Purpose (Why did you contact them?)

- Ask Questions (What do you hope to learn from them?)

- Thank the Person (Why are you appreciative?)

3. Who did you contact?

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
<th>Contact Info</th>
<th>Date</th>
</tr>
</thead>
</table>

Questions to Ask...

- How would you describe a typical day or week in your role? What key strengths, skills, and abilities do you use to succeed in your position?
- What experiences are most helpful for successful preparation for (or transition into) this field or position?
- What are the rewards and challenges of this position?
- What are the key trends, issues, opportunities and challenges you see?
- What are the most important things I should consider as I learn more about this field?
- What other resources or people should I connect with or learn more about?
- Would you be willing to refer me to other people willing to help me in my research and exploration process?
**Dress to Impress**

Take what you wear to the interview seriously. Each industry has its own dress code that can be determined through researching the organization’s culture before the interview, or simply asking the recruiter what is the appropriate interview attire. The level of formality you project is interpreted by the interviewer to show that you understand the importance of the situation and respect the person you are meeting. When in doubt, it is better to dress more conservative than casual.

### Business Professional
- Suits (jacket and pants/skirt) should be matching colors, and those colors should be dark or neutral.
- Lighter colors can be worn under the suit jacket.
- Avoid stripes or bright prints/colors.
- Shoes should be closed-toe heel (1-2 inch) or dress shoes.
- Carry a portfolio, professional bag, or simple purse.
- Bring essentials only.

### Business Casual
- Nice pants/slacks/dresses are acceptable.
- Avoid jeans, shorts, sundresses, or athletic wear.
- Skirts & dresses should be knee-length while standing and cover the thighs while seated.
- Blazers and cardigans are acceptable.
- Footwear should be flats, boots, closed-toe shoes, or otherwise comfortable professional-looking shoes designed for walking.

### General Recommendations
- It is all about the first impression.
- Clothes should be tailored, in good condition, and wrinkle- and lint-free.
- Hair should be well-groomed and trimmed.
- Nails and makeup should be natural in style and neat.
- Jewelry & fragrance should be modest and mild.
- Belts should match the color of your shoes and attire.
- In short, avoid anything that distracts from the substance of your answers to interview questions.

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General application material for most graduate and professional programs (check each program for specifics as not all will apply):
- Research application deadlines and required material for each program
- Prepare and take appropriate standardized exams for admission into graduate or professional program (i.e. GRE, LSAT, GMAT, MCAT, DAT, VACT, DAT, APHAT, etc.)
- Let others—such as your professors and other professionals in the field(s) that interests you to learn more about the field and possible recommendations for programs
- Meet with professors and other professionals in the field(s) that interests you to learn more about the field and possible recommendations for programs
- Collect Letters of Recommendation as you network and work with professors, professionals and mentors.
- Open an interface.com account if appropriate for type of graduate/professional program (optional)
- Prepare and take appropriate standardized exams for admission into graduate or professional program (i.e. GRE, LSAT, GMAT, MCAT, PCAT, DAT, VACT, DAT, APHAT, etc.)
- Official scores from standardized exams (i.e. GRE, LSAT, GMAT, MCAT, PCAT, DAT, VACT, DAT, APHAT, etc.)
- Interview (mostly for professional programs such as medical school and business school) - Use Big Interview (https://ccd.biginterview.com) and/or One Button Studio (https://students.ucsd.edu/student-life/involvement/community-leadership/onebuttonstudio/)
- Resume
- Supplemental or optional application material (depends on program, not all have supplemental)
- Application fees!
- NOTE: Law school applicants apply through LSAC but must also check specific programs for additional information. Pre-health applicants complete Supplemental or optional application material (depends on program, not all have supplemental)

What to do during a "pay" year:
- Obtain a paid internship or research experience
- Become involved in an in-depth service commitment
- Pay down credit card and/or undergrad debt
- Learn a new culture or language
- Complete supplementary application materials
- Interview or take campus tour(s) at schools you applied

Prepare for attending graduate school:
- What are your long & short term goals?
- What is necessary for me to achieve these goals?
- How will a graduate degree add or advance my career path?

Research appropriate resources (LSAC, AAMC, ADA, AACP, MBA.com, nursingworld.org, etc.)

Research and develop a list of potential graduate programs. Consider the following:
- Visit the Career Center to explore career goals and preparation for graduate and professional school
- Curriculum and degree requirements
- Faculty and staff advising and support
- Research, teaching, and internship opportunities
- Funding opportunities and financial support
- Geographic location and size
- Programs, resources and facilities within the program but also at the university in general
- Meet with professors and other professionals in the field(s) that interests you to learn more about the field and possible recommendations for programs
- Consider volunteering, involvement in organizations, shadowing professionals, internships, part-time work experience, or research opportunities
- Create your resume—develop it as your experience and academic career progresses

Research application deadlines and required material for each program:
- General application material for most graduate and professional programs (check each program for specifics as not all will apply):
  - Online application form
  - Statement of Purpose or Personal Statement (use LSAC resources for difference)
  - Letters of recommendation (2-3 depending on program)
  - Writing sample (for PhD programs and some masters programs)
  - Official transcripts from all higher education institution attended
  - Official scores from standardized exams (i.e. GRE, LSAT, GMAT, MCAT, PCAT, DAT, VACT, DAT, APHAT, etc.)
  - Interview (mostly for professional programs such as medical school and business school)
    - Use Big Interview (https://ccd.biginterview.com) and/or One Button Studio (https://students.ucsd.edu/student-life/involvement/community-leadership/onebuttonstudio/)
  - Resume
  - Supplemental or optional application material (depends on program, not all have supplemental)
  - Application fees!
- NOTE: Law school applicants apply through LSAC but must also check specific programs for additional information. Pre-health applicants complete Supplemental or optional application material (depends on program, not all have supplemental)
- Apply for FAFSA and financial aid available through program; assistantships, fellowships, scholarships, etc.

1. Goal Setting
- Do you have a clear purpose & goals(s) for attending graduate school?
- What are my long & short term goals?
- What is necessary for me to achieve these goals?
- How will a graduate degree add or advance my career path?

2. Self-Reflection
- What are your values, interests, & priorities for your career and life?
- What kind of work do I find meaningful?
- What skills or tools do I already have?
- Do I need to enlarge or enhance these skills?

3. Research Options
- What are the different kinds of programs in my field and which will most benefit my goals?
- What mentors do I have available? How do I feel about their perspectives and advice?
- What are the time and money investments to take on a graduate or professional degree?
- How will those affect me? What about the opportunity costs? Costs of one decision over another?
- Do I see myself succeeding in a graduate or professional program?
- What can I do without a graduate or professional degree?

Write down your thoughts below...
### Guide to Standardized Tests

**Exploring the Health Professions**

#### Why health? Is a career in healthcare right for me?

1. **WHAT kind of healthcare do I want to provide?**
   - (Treat and diagnose, rehabilitate a patient, help with fine motor skills, comfort patients?)
   - [www.explorehealthcareers.org](http://www.explorehealthcareers.org)

2. **WHERE do I want to provide this healthcare and am I comfortable with this setting?**
   - (In a hospital, public health clinic, pharmacy, ER, general practice office, nursing home. Can I handle the sight of blood, injuries, and trauma?)

3. **Do I have a strong scientific aptitude?**
   - **HOW comfortable am I with the hard sciences?**
     - Biology and lab
     - General Chemistry and lab
     - Organic Chemistry and lab
     - Physics and lab
     - Calculus and statistics
     - English

4. **WHAT lifestyle do I envision for myself?**
   - (Do I want to be on-call, deal with medical emergencies, and work 60+ hours/week? Would I prefer a more balanced lifestyle? How well do I manage stress?)

---

### MCAT

**Required for:**
- Allopathic Medicine
- Osteopathic Medicine
- Podiatric Medicine

**Administered by:**
- AAMC

**Classes students need to take:**
- **MCAT**
  - BILD 1, 2, 3 Introduction to Biology
  - CHEM 6a, b, c General Chemistry
  - CHEM 40a, b, c Organic Chemistry
  - PHYS 1a, b, c OR PHYS 2a, b, c
  - BISC 100 or 102 Biochemistry

**Psych**
- **MCAT** 1-7 (select one) General Psychology

**BILD 26 OR BIPN 100** Human Physiology

**SCI 40 OR SCI 70** Medical Sociology

**MAT 11, OR PSYCH 60, OR BIEB 100** Statistics

**Classes that may help:**
- BICO 100 Genetics
- BICO 110 Cell Biology
- BIMM 124 Medical Microbiology
- BILD-X13 (UC Extension) Human Anatomy

---

### DAT

**Required by:**
- Dentistry

**Administered by:**
- ADA

**Classes students need to take:**
- **DAT**
  - BILD 1, 2, 3 Introduction to Biology
  - CHEM 6a, b, c General Chemistry
  - CHEM 40a, b, c Organic Chemistry
  - PHYS 1a, b, c OR PHYS 2a, b, c
  - BLD 26 OR BIPN 100 Human Physiology
  - Classes that might help: BILD-X13 (UC Extension) Human Anatomy

---

### PCAT

**Required for:**
- Pharmacy

**Administered by:**
- Pearson Education

**Classes students need to take:**
- **PCAT**
  - BILD 1, 2, 3 Introduction to Biology
  - CHEM 6a, b, c General Chemistry
  - CHEM 40a, b, c Organic Chemistry
  - PHYS 1a, b, c OR PHYS 2a, b, c
  - MATH 10a, b, c OR 20a, b, c Calculus
  - MATH 11, OR PSYCH 60, OR BIEB 100 Statistics
  - BILD 26 OR BIPN 100 Human Physiology
  - Classes that might help: BIMM 124 Medical Microbiology
  - BILD-X13 (UC Extension) Human Anatomy

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### GRE

**Required for:**
- Veterinary Medicine
- Physician’s Assistant
- Nursing (MSN)
- Physical Therapy
- Occupational Therapy

**Administered by:**
- Educational Testing Service

**Classes that may help:**
- BILD-X13 (UC Extension) Human Anatomy
- BICO 100 Genetics

---

### GMAT

**Required for:**
- MBA and business programs

**No specific classes required but statistics and economics can be helpful.**

---

### LSAT – Required for Law School

**1. WHAT kind of healthcare do I want to provide?**
   - (Treat and diagnose, rehabilitate a patient, help with fine motor skills, comfort patients?)
   - [www.explorehealthcareers.org](http://www.explorehealthcareers.org)

**2. WHERE do I want to provide this healthcare and am I comfortable with this setting?**
   - (In a hospital, public health clinic, pharmacy, ER, general practice office, nursing home. Can I handle the sight of blood, injuries, and trauma?)

**3. Do I have a strong scientific aptitude? How comfortable am I with the hard sciences?**
   - Biology and lab
   - General Chemistry and lab
   - Organic Chemistry and lab
   - Physics and lab
   - Calculus and statistics
   - English

**4. WHAT lifestyle do I envision for myself?**
   - (Do I want to be on-call, deal with medical emergencies, and work 60+ hours/week? Would I prefer a more balanced lifestyle? How well do I manage stress?)
Career exploration and job resources for Master's & PhD students

**General Resources:**

- **Advising and workshops:** Make an individual career advising appointment with one of the Career Services Center's graduate student career advisors, and register for upcoming workshops for graduate students through Handshake (https://ucsd.joinhandshake.com/login)

- **PhD Career Guide:** Career exploration resources, podcast and blog, and job board. http://www.phdcareerguide.com

- **Chronicle Vitae:** Online career hub for higher-ed professionals; offers news and advice on academic and nonacademic careers, job management dossier service, and job board. https://chroniclevitae.com

- **The Professor Is In:** Blog and book (The Professor Is In: The Essential Guide to Turning Your Ph.D. into a Job) providing guidance on preparation for the academic job market, including advice on application materials and professionalization. http://theprofessorisin.com

**Resources for Arts, Humanities, and Social Sciences Students:**

- **Humanists@Work:** UC-wide initiative for graduate students interested in careers outside/alongside the academy. Website includes blog and career profiles, resources, and information on twice-yearly workshop held at UC campuses. https://humwork.uchri.org

- **Alt-ac Advisor:** Advice, blog, and additional resources on finding careers outside academia. http://altacadvisor.com

**Resources for STEM Students:**

- **Science Magazine – Careers:** Career articles and booklets, job board, and additional resources. Also contains myIDP, an online skills, interests, and values assessment. http://www.sciencemag.org/careers

- **NSF Graduate Research Fellowship Program Career & Professional Development:** Website with career development resources, including assessments and career planning guidance for academic and nonacademic jobs. http://www.nsfgrfp.org/fellows/career___professional_development_/ 

Go to http://career.ucsd.edu/phd-and-masters-students for more resources and information.

Want to keep up on career development events and graduate student specific job opportunities? Then sign up for the grad careers listservs at either https://mailman.ucsd.edu/mailman/listinfo/gradcareers-STEM-l or https://mailman.ucsd.edu/mailman/listinfo/gradcareers-HASS-l
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- career pathways and resources work that aligns with your skills and interests

PLAN
- graduate program and career goals
- your timeline and key benchmarks

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UC San Diego’s
12 Career Readiness Competencies

- Career Development
- Research Ability
- Self Reflection
- Innovation & Entrepreneurial Thinking
- Critical Thinking & Problem Solving
- Understanding Global Context
- Teamwork & Collaboration
- Civic Engagement & Social Responsibility
- Leadership
- Professional Integrity
- Digital Information Fluency
- Oral & Written Communication

CAREER READINESS SELF-ASSESSMENT

Where on campus can you develop these competencies? Off campus?
Which competencies do you feel are your most developed? Least developed?
Who do you know that can help you develop these competencies?