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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 Ayala School of Biological Sciences has created a Mentor Program. This program pairs alumni and community professionals with students with similar interests. Mentors provide academic and career guidance, networking opportunities, and insights into the working world. They 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 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. This mentor program gives students an edge and enables our students to distinguish themselves as they pursue graduate school and/or enter the workforce. With the mentors’ invaluable knowledge and experience of the working world, students can learn to become confident, proactive, and competitive, which is especially critical in today’s economy and volatile environment.
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 to:

- Receive constructive feedback about personal and professional skills.
- Learn about specific jobs, career paths, industries, and organizational cultures.
- Obtain advice about professional conduct.
- Pursue networking opportunities.
- Work with your mentor to achieve a specific goal.

Responsibilities

- Initiate and maintain contact with your mentor.
- Communicate clearly your interests and needs, and setting realistic goals.
- Set realistic expectations regarding method and frequency of communication with your mentor.
- Be available and maintaining consistent contact.
- Listen to your mentor.
- Accept advice and feedback gracefully without becoming defensive.
- Express gratitude to your mentor when given opportunities or invaluable knowledge.
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 and other opportunities your student can explore.
- Guiding your student toward achieving a specific goal.
- Communicating clearly your expectations and goals.
- Being available and maintaining consistent contact.
- Listening to your student.

Benefits of Mentoring:
- Enrich your own life by making a difference in someone else’s.
- Reconnect to The School of Biological Sciences on a personal level.
- Gain new skills as you advise and counsel students.
- Share your own experiences and insights.
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 and maintain 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.
- Contact Elizabeth Meredith (see contact resources) 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 your 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 basis for participation or 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 Elizabeth Meredith (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.
Suggested Activities

Highly Recommended
Attend Kick-Off Reception on Thursday, November 10, 2016 from 7:00pm – 8:30pm in Doheny Beach AB, 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 about arranging 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.
# Academic Calendar

## Fall Quarter, 2016

<table>
<thead>
<tr>
<th>Event</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter Begins</td>
<td>Sep. 19 (Mon.)</td>
</tr>
<tr>
<td>Academic Advising and Orientation</td>
<td>Sep. 19-21 (Mon.–Wed.)</td>
</tr>
<tr>
<td>Instruction Begins</td>
<td>Sep. 22 (Thu.)</td>
</tr>
<tr>
<td>Veterans’ Day Holiday</td>
<td>Nov. 11 (Fri.)</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>Nov. 24–25 (Thu.–Fri.)</td>
</tr>
<tr>
<td>Instruction Ends</td>
<td>Dec. 2 (Fri.)</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>Dec. 3–9 (Sat.–Fri.)</td>
</tr>
<tr>
<td>Quarter Ends</td>
<td>Dec. 9 (Fri.)</td>
</tr>
<tr>
<td>Winter Administrative Recess</td>
<td>Dec. 23–Jan. 2 (Fri.–Mon.)</td>
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</table>

## Winter Quarter, 2017

<table>
<thead>
<tr>
<th>Event</th>
<th>Date(s)</th>
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</thead>
<tbody>
<tr>
<td>Quarter Begins</td>
<td>Jan. 4 (Wed.)</td>
</tr>
<tr>
<td>Instruction Begins</td>
<td>Jan. 9 (Mon.)</td>
</tr>
<tr>
<td>Martin Luther King Jr. Holiday</td>
<td>Jan. 16 (Mon.)</td>
</tr>
<tr>
<td>Presidents’ Day Holiday</td>
<td>Feb. 20 (Mon.)</td>
</tr>
<tr>
<td>Instruction Ends</td>
<td>Mar. 17 (Fri.)</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>Mar. 18–24 (Sat.–Fri.)</td>
</tr>
<tr>
<td>Quarter Ends</td>
<td>Mar. 24 (Fri.)</td>
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</table>

## Spring Quarter, 2017

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Quarter Begins</td>
<td>Mar. 29 (Wed.)</td>
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<tr>
<td>Cesar Chavez Day Holiday</td>
<td>Mar. 31 (Fri.)</td>
</tr>
<tr>
<td>Instruction Begins</td>
<td>Apr. 3 (Mon.)</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>May 29 (Mon.)</td>
</tr>
<tr>
<td>Instruction Ends</td>
<td>Jun. 9 (Fri.)</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>Jun. 10–15 (Sat.–Thu.)</td>
</tr>
<tr>
<td>Quarter Ends</td>
<td>Jun. 16 (Fri.)</td>
</tr>
<tr>
<td>Commencement</td>
<td>Jun. 16–19 (Fri.–Mon.)</td>
</tr>
</tbody>
</table>
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. Discuss your expectations, and academic and career goals.

8. Identify specific goals to accomplish by the end of the year.

Subsequent Meetings
9. Review your class schedule/academic plan.

10. Make an effort to contact at least once a month to keep the partnership on track.

11. Have an agenda and focus on specific goals for each meeting

12. Apply the mentor’s advice outside of meetings for real-world success.

13. 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.

<table>
<thead>
<tr>
<th>Arts / Media / Communications</th>
<th>Education</th>
<th>Health Sciences / Biotech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entertainment</td>
<td>Teaching K-12</td>
<td>Dietitian</td>
</tr>
<tr>
<td>Radio Broadcasting</td>
<td>University / College Administration</td>
<td>Dentist</td>
</tr>
<tr>
<td>Television Broadcasting</td>
<td>School Counselor</td>
<td>Alternative Medicine</td>
</tr>
<tr>
<td>Journalism</td>
<td>Research</td>
<td>Hospital Administration</td>
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<td>Editing / Writing</td>
<td>Library Science</td>
<td>Pharmaceutical Manufacturing</td>
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<td>Book Publishing</td>
<td>Coaching</td>
<td>Biology</td>
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<td>Magazine Publishing</td>
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<td>Chemistry</td>
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<tr>
<td>On-line Publishing</td>
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<td>Veterinary Science</td>
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<tr>
<td>Technical Writing</td>
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<td>Public Health Administration</td>
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<tr>
<td>Museums</td>
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<tr>
<td>Archivists</td>
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<tr>
<td>Curators</td>
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<tr>
<td>Architecture</td>
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<tr>
<td>Culinary Arts</td>
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<tr>
<td>Commercial Art</td>
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<tr>
<td>Fine Art</td>
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<tr>
<td>Photography</td>
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<tr>
<td>Performing Arts</td>
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<tr>
<td>Music</td>
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<tr>
<td>Design</td>
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<tr>
<td>Arts Administration</td>
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<thead>
<tr>
<th>Business</th>
<th>Engineering / Computer Science</th>
<th>International</th>
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</thead>
<tbody>
<tr>
<td>Marketing</td>
<td>Mechanical Engineering</td>
<td>Language / Translation</td>
</tr>
<tr>
<td>Advertising</td>
<td>Electrical Engineering</td>
<td>Travel Agent, Guide</td>
</tr>
<tr>
<td>Public Relations</td>
<td>Civil Engineering</td>
<td>Foreign Service</td>
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<tr>
<td>Business Development</td>
<td>Chemical Engineering</td>
<td>International Public Service</td>
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<td>Finance</td>
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<td>Programs</td>
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<td>Manufacturing and Production</td>
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<td>Sales</td>
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<td>International Trade</td>
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<td>Management Consulting</td>
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<tr>
<td>Human Resources</td>
<td>Computer Science</td>
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<tr>
<td>Real Estate</td>
<td>Product Design</td>
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<tr>
<td>Hotel Management</td>
<td>Transportation</td>
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<tr>
<td>Insurance</td>
<td>Urban / Regional Planners</td>
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<tr>
<td>Fashion Industry</td>
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<tr>
<td>Retail</td>
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<tr>
<td>Actuary</td>
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<tr>
<td>Statistics</td>
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<tr>
<td>Mathematics</td>
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<td>Sports Industry</td>
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<th>Environment</th>
<th>Health Sciences / Biotech</th>
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<td>Geography</td>
<td>Nurse</td>
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<td>Pharmacist</td>
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<td>Outdoor Education</td>
<td>Physical Therapist</td>
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<td>Conservation</td>
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<td>Energy</td>
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<td>Forestry</td>
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<td>Wildlife</td>
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<td>Parks</td>
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<tr>
<td>Recreation</td>
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</table>

Career Development Center, Stanford University
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.

<table>
<thead>
<tr>
<th>Communication</th>
<th>Organization Management</th>
<th>Research &amp; Investigation</th>
<th>Design &amp; Planning</th>
<th>Information Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchange, convey, and express knowledge and ideas.</td>
<td>Direct and guide a group in completing tasks and attaining goals.</td>
<td>Search for specific knowledge.</td>
<td>Imagine the future and develop a process for creating it.</td>
<td>Arrange and retrieve data, knowledge, and ideas.</td>
</tr>
<tr>
<td>write</td>
<td>solve problems</td>
<td>analyze ideas</td>
<td>anticipate problems</td>
<td></td>
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<tr>
<td>edit</td>
<td>time management</td>
<td>analyze data</td>
<td>plan</td>
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<tr>
<td>summarize</td>
<td>make decisions</td>
<td>research</td>
<td>conceptualize</td>
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<td>lead</td>
<td>investigate</td>
<td>design</td>
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<tr>
<td>listen</td>
<td>meet deadlines</td>
<td>read for information</td>
<td>display</td>
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<tr>
<td>facilitate discussion</td>
<td>supervise</td>
<td>interview for information</td>
<td>layout/format</td>
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<td>motivate</td>
<td>gather data</td>
<td>design programs</td>
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<td>evaluate</td>
<td>anticipate consequences</td>
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<td>initiate projects</td>
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<td>coordinate</td>
<td>formulate hypotheses</td>
<td>adapt</td>
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<td>ask questions</td>
<td>handle logistics</td>
<td>develop theory</td>
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<tr>
<td>make presentations</td>
<td>put theory into practice</td>
<td>calculate/compare</td>
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<tr>
<td>negotiate</td>
<td>delegate</td>
<td>Human Service</td>
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<tr>
<td>think on one's feet</td>
<td>give directions</td>
<td>Attend to physical, mental or social needs of people.</td>
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</tr>
<tr>
<td>conversational ability</td>
<td>assume responsibility</td>
<td>interpersonal skills</td>
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<td>entertain, perform</td>
<td>determine policy</td>
<td>group process</td>
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<tr>
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<td>interpret policy</td>
<td>sensitivity to needs</td>
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<td>apply policy</td>
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<tr>
<td>Career Development Center, Stanford University</td>
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</tbody>
</table>

14
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>
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</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>
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</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>
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<td>competence</td>
<td>surroundings</td>
<td>cultural identity</td>
<td>prestige</td>
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<td>mastery</td>
<td>time freedom</td>
<td>caring</td>
<td>achievement</td>
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<td>risk</td>
<td>security</td>
<td>caring</td>
<td>respect</td>
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<td>leading edge</td>
<td>high earnings</td>
<td>competition</td>
<td>responsibility</td>
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<td>detail-oriented</td>
<td>action-oriented</td>
<td>cooperation</td>
<td>power</td>
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<td>social activism</td>
<td>structure</td>
<td>diversity</td>
<td>influence</td>
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<td>learning</td>
<td>relaxed pace</td>
<td>collaboration</td>
<td>appreciation</td>
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<td>excellence</td>
<td>casual</td>
<td>humor</td>
<td>helping</td>
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<td>focus</td>
<td>quiet</td>
<td>harmony</td>
<td>belonging</td>
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<td>creativity</td>
<td>organized</td>
<td>autonomy</td>
<td>community</td>
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<td>variety</td>
<td>excitement</td>
<td>recognition</td>
<td>equality</td>
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<td>growth</td>
<td>pressure</td>
<td>support</td>
<td>independence</td>
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<td>knowledge</td>
<td>predictability</td>
<td>open</td>
<td>contributing</td>
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<td>control</td>
<td>location</td>
<td>communication</td>
<td>service</td>
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<td>adventure</td>
<td>public contact</td>
<td>people contact</td>
<td>authenticity</td>
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<tr>
<td>helping</td>
<td>comfortable</td>
<td>independence</td>
<td>commitment</td>
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<td>initiating</td>
<td>income</td>
<td>fun</td>
<td>balance</td>
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<td>having an impact</td>
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<td>fairness</td>
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<tr>
<td>other values:</td>
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Career Development Center, Stanford University
Values continued

<table>
<thead>
<tr>
<th>Your Top 10 Values</th>
<th>Your definition of each value</th>
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</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>
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<table>
<thead>
<tr>
<th>Atmosphere</th>
<th>Work Hours</th>
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<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>
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<tr>
<td>other ______________________</td>
<td>specify ______________________</td>
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<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>
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</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 is establishing and maintaining mutually beneficial connections with people in your field of interest. It is often cited as the #1 way to land a job or internship. Networking is not something done once and then forgotten. It is an ongoing process that will occur whenever the opportunity presents itself and it is a lifelong skill that will serve you in whatever occupation you choose.

Tips for Beginners
• Practice conversation starters with people you already know
• Bring a friend along to help you get started
• Request an informational interview with one person at a time
• Attend events with a clear theme or premise for meeting new people
• Set a goal before you enter a networking situation, such as starting three conversations, or making one strong connection

Ready to take it to the next level?
• Reach out to those who may appear reserved; they will often welcome your help
• Take on a leadership role in clubs or classes and help others learn from your success
• Volunteer for a committee with a networking group or help plan a future event
• Be sure to let others know that you will value their guidance and advice
• Don’t forget to follow-up with your new contacts

Social Settings & Meetings
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

During
• Always be on time for meetings. For social settings, do not arrive later than 30 minutes after the start time on the invitation.
• Avoid interruptions of conversation, brainstorming, or presentations if possible. Wait for an appropriate time to interject.
• Avoid drinking alcohol in front of your co-workers, recruiters, or clients if they are not drinking. 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 are always placed on your outermost 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.

Questions to ask
1. What do you like about your current job?
2. What are your career goals and interests?
3. Have you read any good books or magazines lately?
4. How do you spend your free time?
5. Have you seen any movies lately?
6. Do you like to travel? Where have you traveled recently?
7. What brings you to this event?

Ways the Career Center can help you network
• Career Panels bring professionals from various industries to campus
• Career Fairs and Employer Information Sessions held during Fall, Winter, and Spring Quarter
• Workshops (See our quarterly Navigator for networking workshops)

UCI Career Center | 100 Student Services 1 | 949-824-6881 | career.uci.edu | Last Revised: Aug 2016
One of the best ways to gather information on a career is by talking with professionals that are already working in the field. Conducting an informational interview is learning about a job and seeing if it fits your interests, skills, and personality. An informational interview is not asking for a job, rather it is gaining information about a career.

**Find Professionals to Interview**

How do you find people to interview? The easiest way to start is to ask people you already know. Family members, friends, neighbors, teachers, or past coworkers may work in the occupation you want to explore, or they may know people who do. Career centers, alumni offices, professional associations, and religious organizations are other places to find potential people to interview. Utilize social media sites, such as LinkedIn, to identify individuals who are working in your field of interest.

**Connect with Contacts**

After finding people to consult, you are ready to arrange interviews. Contact the people you hope to meet by email, making it clear that you want information and not a job. Start with an email contact first and follow up with a phone call. This gives the professional advanced notice of your intentions before you put them on the spot during your phone call. You should also mention how you found the person’s name and if someone suggested you contact them.

**Prepare to Interview**

Now that you have an appointment, the next step is to get ready for the interview by researching the occupation and the organization, creating a resume, and developing questions.

**Research**

Knowing something about the occupation and the company will help you develop specific questions, show your enthusiasm for the job, and help you look more professional.

**Resume**

Bring a copy of your resume to demonstrate seriousness and professionalism. You can also ask the people you interview to give you feedback on your resume; this may help you gain relevant advice to be more competitive for a certain field.

**Develop Questions**

The most critical part of preparing for an informational interview is to decide which questions will help you evaluate whether the career is a fit for you. You want to gain information to help you imagine yourself in the job and to see whether you would enjoy it. See the following page for some suggested questions.
# Suggested Questions

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 to this position?
7. What are the prospects for someone entering your field today?
8. What advice would you give someone entering your field today?
9. What advice would you give on applying for and finding 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 services does your office provide?
13. Are there any other jobs that are similar to yours but with different job titles?
14. Do you have any contacts I might benefit talking with?

## Conduct the Interview

Informational interviews are more casual than job interviews, but you should still make a positive and professional first impression. On the day of the interview, you should dress like you are going to an interview. Arrive early and be polite to everyone you meet. You are leading the interview so start by thanking the professional for his or her time. You should also monitor the time and end the interview within the specified time. Thank them for spending time with you and for the information they provided. After the interview, show your gratitude by writing a thank you note within 24 hours.

## Evaluate the Career Information

Hopefully, you’ll leave every informational interview with new insights about the career you want. Take a moment to reflect on the following: What did you like? Did you uncover any new concerns about or advantages to the occupation? Did you discover another occupation you might want to learn about? Do you think you would be happy in this type of job or in this type of organization? It is important not to base decisions on the opinions of one individual or company environment. Try to conduct a few interviews in an occupation and confirm the information you learn through other sources. You can further test an occupation through a job shadowing experience or an internship to gain more knowledge before you choose a career.
**Job Preparation**

*Determine what kind of work you are looking for*
1. Industries
2. Functions
3. Job titles

*Identify where you want to work*
1. Company
2. Work setting
3. Location

*Prepare your resume*
1. Attend a *Resume Writing* Workshop at the Career Center (RSVP on ZotLink at career.uci.edu)
2. Have your resume reviewed during Drop In Advising hours (Mon - Fri | 11 AM - 3 PM)

*Research the job market*
1. [www.bls.gov/ooh](http://www.bls.gov/ooh) | [online.onetcenter.org](http://online.onetcenter.org)
2. Research the employment outlooks
3. Determine the salary range (salary.com)

---

**Job Search Strategies**

- ZotLink (Online job and internship listings)
- Networking contacts (UCI alumni, former supervisors, professors, family, friends, etc.)
- On-Campus Interview Program (OCI)
- Internet job listings
- Career Fairs
- Directories (Online & at the Career Center)
- Direct inquiry (Contact employers you would like to work for)
- Temporary/Employment agencies

---

**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.
- Using multiple job search strategies will yield better results.
- Obtaining a job is a process. Don’t get discouraged if you don’t get an interview for every application.

---

**For more job search help...**

- Attend a *Job Search Strategies* Workshop at the Career Center
- Make an appointment with a career counselor, they will have resources pertaining specifically to your area of interest!
# Job and Internship Search Strategies

A successful job or internship search will utilize several of these strategies!

## Networking

1. Talk to people you know
2. Discuss career goals with faculty
3. Conduct informational interviews
4. Attend the Career Discovery Series (Winter and Spring Quarters)

**Recommended Resources:** Career Center LinkedIn Group, OC Networking Directory (ocnetworkingdirectory.com), Campus Organizations (campusorgs.uci.edu)

## Internships

2. Attend “How to Get an Internship” and “Internship 101” workshops
3. Search for internships on ZotLink
4. Visit the Internship Coordinator at the Career Center

**Recommended Resources:** ZotLink (career.uci.edu)

## Internet Postings

3. Search ZotLink
4. Review company and employment postings
5. Search job boards specific to your field

**Recommended Resources:** ZotLink (career.uci.edu)

## On Campus Recruiting

4. Participate in the On-Campus Interview Program (OCI)
5. Attend Employer Information Sessions

**Recommended Resources:** ZotLink (career.uci.edu)

## Career Fairs

5. Attend Career Fairs
   - The UCI Career Center holds fairs in Fall, Winter, and Spring Quarters.
   - Check out fairs in the community

**Recommended Resources:** Career Fair Events

### Do

- Tailor your resume/cover letter
- Exhaust all of your resources
- Research the employer
- Keep track of your correspondence
- Dress professionally
- Consider employment agencies

### Don’t

- Forget the small companies
- Discuss salary before the offer
- Apply to any and every job
- Procrastinate
- Get discouraged

---

For more advice, stop by Drop In Advising or make an appointment with a Career Counselor!
**APPLYING FOR THE JOB**

**Write a Cover Letter**

**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
- **Tailor** to specific organization/company
- **Explain** your interest in the company

**Middle Paragraph**
- **Present specific examples** of how your background, experience, achievements, and/or qualifications meet the needs of the position description, department, and/or 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
- **Mention why** you decided to pursue that field

**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/attached 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)
- Avoid saying “To Whom it May Concern” if no name is provided. For example, you can use “Dear Hiring Manager” or “Dear Selection Committee”
- Check for any spelling or grammar errors
- Use a font type and size that match your resume
- Include contact information in the letter
- Write in the tone of a confident (but not arrogant) professional
- If you are submitting your resume to any email address, your cover letter may be in the body of the email

---

**Keep in mind...**

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.

---

**For more help...**

Visit the Career Center to have your cover letter reviewed!
### How to Develop a Resume

1. **Review the job description for skills and abilities required**
   - Analyze the description and highlight the required skills, attributes and qualifications.

2. **Create a list of accomplishments**
   - Include education/training, volunteer experience, jobs, internships, projects, research, and group/team activities.
   - Describe in detail what you did, why you did it, who you did it with, what equipment you used and the results/outcomes. Quantify your results, if possible, and use commonly understood terminology.

3. **Analyze your accomplishments and experiences for relevant skills**
   - Reflect upon your past and current experiences to identify your skills.

4. **Write descriptive phrases**
   - Using action verbs, write short phrases to describe what you did. Be specific yet concise. Arrange the descriptive phrases in order of relevance to the position for which you are applying.

5. **Organize your experiences**
   - List all experiences in reverse chronological order—start with the most recent. In each experience, remember to highlight the skills, knowledge and abilities that are relevant to the job.

### Formatting Tips

- Limit your resume to one page
- Include your contact information (with a professional email address)
- Use a professional font (e.g. Times New Roman, Arial, Helvetica, Georgia, Calibri, Tahoma)
- Use font sizes 10-12
- Use bolding to make key information stand out (i.e. bold all of your job titles)
- List your GPA (if 3.0 or higher)

### Do

- Begin phrases with action verbs such as “developed”
- Be specific in your objective statement, if you choose to have one
- Emphasize outcomes, significant achievements and recognition from others
- Quantify accomplishments when possible and highlight specific examples
- Be truthful about your accomplishments
- Have a career counselor review your resume

### Don’t

- Use personal pronouns such as “I” or “my”
- Use complete sentences
- Include personal information such as marital status, age, Social Security number, or picture
- Use flashy graphics or colored paper
- Mention controversial activities or associations (personal preference)
- Exaggerate your experience
- Use abbreviations such as “SPOP” or “ASUCI”

---

**Q: What is a CV?**

**A:** CV stands for *curriculum vitae* and is a document used to apply for positions in an academic setting. You can adapt your current resume into a CV by adding 3 sections:

1. **research experience**
2. **teaching/mentoring experience**
3. **publications or poster presentations**

A CV also includes a list of your references with their job title and contact information.
RESUME COMPONENTS

CONTACT INFORMATION
Name, address, email address, and phone number should be at the top of the page

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

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

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

David Parker
Campus: 2411 Wilson Dr.
Home: 2566 S. Mitchell St.
Costa Mesa, CA 92626
Email: dparker@uci.edu
Phone: 714-644-0000

OBJECTIVE
Seeking an internship in the entertainment industry that will utilize artistic and organizational skills.

EDUCATION
Bachelor of Arts in Studio Art
University of California, Irvine
GPA: 3.42
Dean’s Honor List, 4 quarters

Relevant Coursework
• Interdisciplinary Digital Arts
• History of Intermedia
• Projects in Public Art Advanced Drawing
• Advanced Color Photography

EXPERIENCE
Claire Trevor School of the Arts; University of California, Irvine
October 2011 – Present
Peer Advisor
• Assist students with scheduling upcoming courses and resolve current scheduling conflicts.
• Attend monthly meetings for information related to academic counseling services.
• Perform office duties including answering telephones, filing, making copies and faxes.
• Enhance interpersonal skills through individual contact with students and administration.

ACTIVITIES
Photographers’ Society, University of California, Irvine
January 2011 – Present
Member
• Participate in meetings and discussions related to the methods, arts and equipment for photography.

Circle K, University of California, Irvine
September 2009 – Present
Member
• Attended a Circle K conference focusing on leadership training.
• Participate in various service events around the local community working with children and at-risk youth.

SKILLS
• Proficient in Adobe Photoshop, Illustrator, Premiere, Corel Draw, Quark, Microsoft Publisher, Microsoft Word, PowerPoint
• Languages: Conversational French

Put your email address as a means to contact you, but make it basic as possible, containing only your name. Leave off the BballStud@gmail.com and use something like your UCI email address. A basic name looks more professional and employers will take your interest in the job more seriously.

For more resume help...
• RSVP for resume workshops on ZotLink
• Get your resume reviewed during Drop In Advising hours (Monday - Friday | 11 AM - 3 PM)
**Interview Tips**

- Arrive early - you’ll be on time and have a chance to collect your thoughts
- Treat all staff members with respect. Everyone is a potential co-worker
- Silence your cell phone and dispose of any gum
- Make sure your hair and outfit are neat and refrain from using any heavy fragrances (your interviewer may be allergic)
- Keep bags and satchels on the floor, close to your seat
- Alert references that they may be contacted soon

**Keep in mind...**

**Where to shop for interview attire**

- Macy’s
- Nordstrom
- JCPenney
- Men’s Wearhouse
- The Limited
- Ann Taylor Loft
- Banana Republic
- Marshalls
- TJ Maxx

**More Interview Attire Help**

- [onforb.es/1xMjXcm](http://onforb.es/1xMjXcm)
- Come to Drop In at the Career Center!

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**FAQs about dressing for an interview**

**How do I find out what the proper attire is for an upcoming interview?**

You can contact the Human Resource department of the company and ask them what is appropriate. Keep in mind that some technical companies encourage their applicants to dress more casually. Ask for clarification as to what is acceptable. Is it khakis and a polo shirt? Slacks and a button-down shirt?

**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 a tie without a jacket?**

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

**Should I wear a skirt suit or a pants suit?**

Either a matching skirt or pants suit is acceptable to wear. Make sure that you are comfortable in whichever suit you chose to wear.

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**A FINAL CHECK**

- Neatly trimmed hair
- Conservative makeup
- No runs in stockings
- Shoes polished
- No excessive jewelry
- No missing buttons, crooked ties, or lint
- Clean hands and fingernails
1. Keep your answers brief and concise
2. Include concrete, quantifiable data
3. Know your key strengths
4. Prepare five or more success stories
5. Put yourself on their team
6. Image is often as important as content
7. Ask questions
8. Maintain a conversational flow
9. Research the company and its competitors
10. Keep an interview journal

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 the 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
- Ask for a business card and send a thank-you letter or email within 24 hours
- Re-evaluate interview questions and your responses - reflect on your performance and take notes for future reference

For more interview help...
- RSVP for an Interview Techniques workshop at the Career Center
- Participate in Practice Interviews at the Career Center
### Research

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

**Where to Research:**
- Company website
- career.ucl.edu
- hoovers.com
- wetfeet.com
- Google
- Newspapers
- Orange County Business Directory
- Linkedin
- glassdoor.com

### Typical Interview Questions

**Personal**
- Tell me about yourself.
- What are your major strengths and weaknesses?
- What motivates you to put forth your greatest effort?
- What achievements from your past work experience are you most proud of?

**School Background**
- How does your college education experience relate to this job?
- What extracurricular activities did you participate in and what did you learn from those experiences?
- What was the most difficult course you took? How did you handle it?

**Work Experience**
- What prior work experience have you had and how does it relate to this job?
- How would your past supervisors describe you?
- What were your most significant accomplishments in your prior work experience?
- What did you enjoy most about your previous work experience? Least?

**Employer Knowledge**
- Why are you interested in this position?
- Why are you interested in this particular company?
- What attracts you to this particular industry?

**Goals and Objectives**
- Please describe your ideal work setting.
- What major accomplishment would you like to achieve in your life and why?
- What are your career interests?

**Behavioral Questions**
- Tell me about a conflict situation and how you resolved it.
- Describe a situation when you had multiple tasks to complete under very tight time constraints.
- Describe a time when you sold your colleague/supervisor on an idea.
- Tell me about a time when you worked on a project as part of a team. What role did you play?
- Describe a time when you failed at something. What would you have done differently?
- Give me an example of a situation when you took a leadership role.

**Sample questions to ask**
- How is job performance measured?
- What are the biggest challenges associated with this position?
**APPLYING TO GRAD SCHOOL**

**Considering Grad School**

**Research your prospective field**

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

**Evaluate the Various Graduate Programs**

- **Department**
  - Certain institutions are known for particular programs. Check out the U.S. News & World Report Best Graduate Schools online or at the Career Center.
- **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, thesis or dissertation.

**Prepare for the Admissions Process**

- **Complete your bachelor's degree**
- **Aim for a minimum 3.0 GPA**
  - Some schools average your last two 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 usually 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 the 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.
- **Application**
  - Read instructions carefully and meet all requirements and deadlines.

**Finance your Education**

- **Fellowships**
  - Given to students with the expectation that they will maintain and achieve good standing.
- **Loans**
  - Explore school, private, and government options. Repayment of loans can vary.
- **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.
- **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 a week.

**Resources available at the Career Center**

- Preparation for GRE, LSAT, CBEST, DAT, etc.
- ABA Guide to ABA Approved Law Schools
- MBA Programs
- U.S. News & World Report - Best Graduate Schools
- APA Guide to Graduate Study in Psychology

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UCI Career Center | 100 Student Services 1 | 949-824-6881 | career.uci.edu | Last Revised: Aug 2016
## Sample Timeline

### Junior Year and Senior Summer
- Determine which type of graduate program best fits your career goals
- Research specific graduate programs of interest. Look at admissions and financial aid applications
- Take required examinations (may also take again in fall)
- Attend the Graduate and Professional School Fair

### Senior Year

#### September
- Continue research 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 letters of recommendation
- Write personal statement

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

#### 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 the materials, including test scores and financial statements

#### 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 and check on the progress of your applications

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### Store Your Letters of Rec Online
- Avoid losing letters or asking professors to write letters to numerous schools by storing your letters online.
- Try services like Interfolio (interfolio.com)

### Career Center Resources
- Grad School Advising
- Literature on admissions and programs
- Applying to Graduate School workshop
- Applying to Law School workshop
- GRE, GMAT, LSAT, and MCAT test info
- Grad School Fair, Law School Fair (Fall)
- Health Professions Grad School Fair (Spring)

### 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 can help 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 questions 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
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. Be proud and positive and 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.
# Write a Statement of Purpose

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

**Don’t**
- Include information that does not support your thesis.
- Start your essay with “I was born in...” or “My parents are from...”
- Write an autobiography, itinerary, or resume in prose.
- Endeavor to be a clown, although gentle humor is okay.
- Be afraid to start over if the essay just isn’t working or fails to answer the essay question.
- Try to impress your reader with confusing vocabulary.
- Rely exclusively on your computer to check your spelling.
- Provide a collection of generic statements.
- Give weak excuses for your GPA or test scores.
- Lie or exaggerate.

## 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 your 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. How your undergraduate studies relate to what you intend to do in graduate school
3. Specific learning experiences that demonstrate your motivation and inspiration for continued study
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.
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 the Bio Sci 199 Coordinators at biosci199@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 the Internet of Things (SURF-IoT)
  - 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 or 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 the Internet of Things: SURF-IoT provides the opportunity for continuing UCI juniors and seniors to become involved in the Internet of Things (IoT)-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-SURE 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. 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-SURE 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.
# 2016-2017 UROP Workshops & Deadlines

## Fall Quarter

<table>
<thead>
<tr>
<th>Workshop/Deadline</th>
<th>Date</th>
<th>Time*</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get Involved in Research</td>
<td>Friday, Sept. 30</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
</tr>
<tr>
<td>Get Involved in Research</td>
<td>Tuesday, Oct. 4</td>
<td>2-3:30</td>
<td>Student Services II, 1010A/B</td>
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<tr>
<td>Get Involved in Research</td>
<td>Thursday, Oct 13</td>
<td>4-6</td>
<td>Student Services II, 1010A/B</td>
</tr>
<tr>
<td>UROP Proposal Writing</td>
<td>Monday, Oct. 17</td>
<td>3-5</td>
<td>Calit2 Auditorium</td>
</tr>
<tr>
<td>Get Involved in Research</td>
<td>Wednesday, Oct. 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>Thursday, Oct. 27</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
</tr>
<tr>
<td>UROP Fall Call for Proposals/Special Calls</td>
<td>Monday, Nov. 7</td>
<td>Deadline</td>
<td>Online Submission - UROP Web site</td>
</tr>
<tr>
<td>MDP Call for Applications</td>
<td>Monday, Nov. 7</td>
<td>Deadline</td>
<td>Online Submission - UROP Web site</td>
</tr>
<tr>
<td>Get Involved in Research</td>
<td>Tuesday, Nov. 8</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
</tr>
<tr>
<td>Summer Research Opportunities</td>
<td>Wednesday, Nov. 16</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
</tr>
<tr>
<td>Get Involved in Research</td>
<td>Tuesday, Nov. 22</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. 12</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
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<tr>
<td>Summer Research Opportunities</td>
<td>Tuesday, Jan. 17</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
</tr>
<tr>
<td>Get Involved in Research</td>
<td>Tuesday, Jan. 24</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
</tr>
<tr>
<td>Summer Research Opportunities</td>
<td>Wednesday, Feb. 1</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
</tr>
<tr>
<td>Get Involved in Research</td>
<td>Tuesday, Feb. 7</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. 16</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. 23</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, March 1</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 8</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 9</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
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## Spring Quarter

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<th>Time*</th>
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<tbody>
<tr>
<td>Get Involved in Research</td>
<td>Wednesday, April 5</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
</tr>
<tr>
<td>Present &amp; Publish Your Research</td>
<td>Thursday, April 13</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
</tr>
<tr>
<td>Prepare for Symposium</td>
<td>Wednesday, April 19</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
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<tr>
<td>Symposium Call for Abstracts</td>
<td>Monday, April 24</td>
<td>Deadline</td>
<td>Online Submission - UROP Web site</td>
</tr>
<tr>
<td>UROP &amp; Summer Programs Proposal Writing</td>
<td>Tuesday, April 25</td>
<td>3-5</td>
<td>Calit2 Auditorium</td>
</tr>
<tr>
<td>Prepare for Symposium</td>
<td>Thursday, April 27</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
</tr>
<tr>
<td>Prepare for Symposium</td>
<td>Wednesday, May 3</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
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<tr>
<td>SURF-IoT Call for Applications</td>
<td>Monday, May 8</td>
<td>Deadline</td>
<td>Online Submission - UROP Web site</td>
</tr>
<tr>
<td>SURP, ID-SURE &amp; E-SURP Call for Proposals</td>
<td>Monday, May 8</td>
<td>Deadline</td>
<td>Online Submission - UROP Web site</td>
</tr>
<tr>
<td>UROP Spring Call for Proposals</td>
<td>Monday, May 8</td>
<td>Deadline</td>
<td>Online Submission - UROP Web site</td>
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<tr>
<td>Practice Your Presentation</td>
<td>Tuesday, May 16</td>
<td>3-5</td>
<td>Crescent Bay A</td>
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<tr>
<td>Practice Your Presentation</td>
<td>Wednesday, May 17</td>
<td>3-5</td>
<td>Crescent Bay A</td>
</tr>
<tr>
<td>Practice Your Presentation</td>
<td>Thursday, May 18</td>
<td>3-5</td>
<td>Crescent Bay A</td>
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<tr>
<td>UCI Undergraduate Research Symposium</td>
<td>Saturday, May 20</td>
<td>7:30-5</td>
<td>UCI Student Center</td>
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<td>Publish in the Journal</td>
<td>Tuesday, May 30</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
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<td>Publish in the Journal</td>
<td>Wednesday, June 7</td>
<td>3-5</td>
<td>Student Services II, 1010A/B</td>
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<tr>
<td>Journal Application</td>
<td>Monday, July 3</td>
<td>Deadline</td>
<td>Online Submission - UROP Web site</td>
</tr>
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* Most workshops will only last 1-½ hours with the exception of the Practice Your Presentation Workshops.

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