As you pursue your advanced UCLA degree, you acquire transferrable skills well beyond expertise in your academic discipline: writing, communication, diplomacy, conflict resolution, time management, multitasking, research, analysis, and people management, to name a few. All of these are valuable assets to potential employers and position you for pursuing positions in academia, business, industry, government and nonprofit sectors! But searching for jobs within and beyond academe can be challenging for graduate students after many years of entrenchment in the academic environment.

This UCLA Graduate Student Career Guide walks you through all of our explicit graduate student services and includes information instructional for you to navigate the career planning process. The UCLA Career Center staff is trained to understand and expertly address the discreet and distinct career and employment needs of our advanced degree candidates. We are dedicated to helping Master’s and PhD students to explore and focus your career options and to acquire and adopt new skills to effectively promote your candidacy—through counseling/consulting services, specialized workshops, events and programming, the robust, state-of-the-art BruinView™ career management platform, and referrals to effective, current electronic and print resources. This Guide streamlines the vast array of career resources available to you, while our counselors keep abreast of and share current trends, and collaborate with your faculty, employers, and colleagues in higher education and in other sectors of the economy who inform our content expertise.

We offer services to graduate students across all academic programs; it is up to you to engage with us and important for you to start the career planning process early! While the core content of our services is available online, we strongly encourage you to first meet with a career counselor who will help you gauge where you are in the development process and craft a strategy for exploring your career options and/or conducting your job search within academia, business, industry, or government. Key to any successful search—whether academic or nonacademic—is careful self-reflection and assessment of values, interests, and skills. By discovering who you are and what you want, you are better equipped to focus your career exploration, make informed career choices, and conduct an effective job search.

Our counselors are active in the Graduate Career Consortium (GCC), comprised of professionals who deliver premium career services to graduate students at select research institutions nationwide. They will help you:

- Discover the broad range of career options for advanced degree holders;
- Develop your customized career plan;
- Navigate the job search process;
- Create excellent application materials; and
- Prepare for interviewing and negotiation.

Remember to start early! You may discover that you will need time to boost your qualifications through networking, gaining some additional experience, or enlisting customized strategies to improve your chances of success. We look forward to supporting your career journey to securing a rewarding future.

Sincerely,

Kathy L. Sims, Director
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THE UCLA CAREER CENTER has a long history of providing career services and programs that specifically address Master's and PhD students’ career needs. Over the course of your UCLA graduate education you will develop advanced skills in teaching, research, leadership, collaboration, writing, publishing, and international experience, to name a few. These transferable skills are attractive to academic and non-academic employers. Whether you choose an academic or non-academic career path, the UCLA Career Center will work with you to explore options, pursue internships, and develop job search skills to achieve your career goals.

We invite you to visit us to learn how we may assist you in the transition from graduate student to professional. We recommend that you review this Career Guide as there is great information on job search, application materials, interviewing tips, and preparation for the academic and non-academic market, skills and services that will be useful to you. For your convenience, our website is career.ucla.edu.

LOCATION
501 Westwood Plaza
Strathmore Building, North Entrance
2nd and 3rd Floors
Los Angeles, CA 90095-1573

Counseling Services & Career Library/Lab
Email: ccadmin@career.ucla.edu
Phone: 310.206.1915
Fax: 310.206.3938

Internship & International Opportunities
Email: internships@career.ucla.edu

Credential File Service
Email: credential@career.ucla.edu

Letters of Reference Services
Email: pps@career.ucla.edu

Third Floor
Employer and Corporate Relations
Email: BruinView@career.ucla.edu
Phone: 310.206.1902
Fax: 310.794.2024

Interview Rooms, Conference Rooms, Administrative offices

This map is from maps.ucla.edu/campus
TOP 10 TIPS FOR GRADUATE STUDENTS

1. **Use UCLA resources.** Take time to discover the multitude of resources available to you as a graduate student; use them early and often. The programs, workshops, and lecture series offered through different departments are designed to support your success at UCLA and in your career life. Check departmental websites to see exactly what programs and workshops are offered, and add them to your calendar. A host of departments and individuals should be included on your short list, including the Career Center, GSRC, GWC, Department Advisors, and CAPS.

2. **Cultivate relationships.** Get to know your professors. Get to know people ahead of you in the program as well as your classmates and colleagues. Meet professionals outside of UCLA at conventions and meetings. All these relationships can make a big difference on your journey toward your degree, and they will serve as valuable contacts when you are seeking to advance your career after graduation.

3. **A degree, even a PhD/Master’s is not enough.** Your ultimate career choice is a combination of how you will use your degree AND the skills, strengths, and experiences you gain along the way. If you are heading toward academia, you will need to speak at conferences and publish papers. If you are heading toward a field outside of academia, consider “value added” skills that the employer may seek, and find ways to develop those. These can also support a “Plan B” option if needed.

4. **Do it now.** Everything takes longer than expected, especially graduate-level work. In order to get everything done, avoid burn-out, and keep your sanity; time management is crucial to a successful outcome. If this is a skill set that you have struggled with, now is an excellent time to use a day-planner (or similar tool that works for you). Time management should be embraced as a skill to develop. You will not be sorry—it should even help you complete the program in a timely manner!

5. **Be proactive.** It is up to you to ask questions to clarify expectations, instructions, assignments, finances, and anything else that you need to know to prepare for your studies, research, career, and life. It is always better to request information sooner than later, and professors appreciate the level of independence this reflects.

6. **Get involved.** Now that you have that day-planner, you can organize your time to get involved in the university community: departmental and graduate student leadership, journals, clubs, programs, tutoring, research, etc. Not only will it award you the opportunity to meet colleagues, make friends, and develop your network, but it will enable you to develop skills outside of your program.

7. **Develop your expertise.** Take advantage of the opportunities to learn beyond the required readings and assignments. Professors, research opportunities, conferences, professional associations, journals and colleagues can all be resources.

8. **Start or enhance your Teaching/Professional Portfolio.** Assignments, awards/achievements, publications, and presentations are many of the items that will become part of your portfolio. Create a file to organize your academic work as soon as you begin your graduate studies. As years pass it’s easy to forget about projects. This portfolio will serve as an easy retrieval system when you write your CV and organize application materials that may be requested later on.

9. **Take a break.** Go for a walk, go to the gym, go home. Meet with friends and family, laugh heartily. Whatever it is, step away from the classroom, the books, and/or lab. Give your brain a chance to relax and gain some perspective for the work you are doing. Remind your friends and family that you are still around. Schedule it into your day-planner if you must, but take a break!

10. **Evaluate progress.** Road trips have mile markers that allow us to see our progress. The same is true of graduate studies. It is a long process and staying on track takes planning. Set time aside yearly, if not quarterly, to evaluate your progress. Set and adjust goals as needed. You may be right on track which, in itself, is reassuring to know. But sometimes you will wonder if you are on the right road at all. Academic advisors, professors, and career counselors are a few of the resources UCLA has to assist with this evaluative process.
1. **Start your Job Search now.** Fall quarter is recruiting season for many industries: Finance, Accounting, Business, and Engineering, among others; recruiters attend career fairs, on-campus events, host information sessions, and post positions on BruinView™. They recruit for both internships and full-time employment. [career.ucla.edu](http://career.ucla.edu)

2. **Be proactive about career plans.** Whether preparing for employment or further graduate studies, knowing what is expected can help you plan ahead and set you apart from the crowd. Develop skills and gain experience targeted to your career goal, not just your academic goal. If you are uncertain, this will also allow time for you to speak to professionals and professors, attend employer information sessions, career fairs, and conferences to learn about opportunities.

3. **Get experience.** Internships, employment, research experience, and active participation in community service and/or student organizations can all contribute to skill development and leadership experience. Review job postings of positions of interest long before you intend to apply and see what skills and qualifications are sought. This will give you a good idea of skills to develop that will increase your competitive edge.

4. **Join professional organizations/attend conferences.** Learning about trends in your industry, meet professionals, and begin to develop your expertise and network. Often, there are reduced fees for student membership; some conference attendance is free for volunteers.

5. **Review “Top 10 Tips for Graduate Students” in this Guide.**

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**NON-ACADEMIC EMPLOYMENT RESOURCES**

**BruinView™ Listings**
Thousands of current full-time career positions and internships available throughout Southern California, nationwide, and internationally, are advertised online exclusively for UCLA students and eligible alumni. You can tap into BruinView™ 24 hours a day. It’s fast, easy, and convenient. Employers from throughout greater Los Angeles and from UCLA academic and administrative departments also use BruinView™ to list hundreds of part-time and seasonal employment opportunities each month.

**BruinView™ On-Campus Recruiting Program (OCR)**
Many employers conduct interviews on campus with undergraduate and graduate students for entry-level career opportunities, summer jobs, and internships. Positions are recruited for in accounting, aerospace and defense, consulting, education, electronics, engineering, financial services, healthcare, high tech, manufacturing, marketing, retail management, sales, government, and other professions. Log on to [career.ucla.edu](http://career.ucla.edu) for details.

**Career Fairs**
Our career fairs provide convenient one-stop shopping for positions with Fortune 500 corporations, as well as small and mid-size companies, nonprofits, government, and school districts. Held several times throughout the school year, career fairs provide a wonderful opportunity to develop contacts with recruiters, explore new career options, and identify current full-time positions, summer jobs, and internships. For participating employers, details, and updates, go to [career.ucla.edu/CareerFairs](http://career.ucla.edu/CareerFairs).
OVERVIEW OF CAREER SERVICES
FOR GRADUATE STUDENTS

EXPERIENCED CAREER COUNSELORS
will help you explore and prepare for academic and non-academic career options. They will help you clarify your career preferences, explore career options, research employment opportunities, and target and organize your job search. Assistance is available to find full-time and part-time job opportunities, pursue internship and fellowship leads, and develop skills to achieve your career goals. The Career Center provides services and resources to effectively leverage your experience and skills to make a satisfying career choice. For more information on career services for Master’s and PhD students, visit our website at career.ucla.edu/PhDMasters.

Career Counseling—During confidential meetings with professional career counselors, you can get assistance with every stage of your career planning, decision-making, and job search activities. They can advise you on your CV/resume and cover letter, as well as provide mock interviews. Same-day appointments and advance appointments are available Monday through Friday. Same-day appointments are posted in BruinView™ each morning at 9am and remain open until filled. A BruinView™ account is required to schedule appointments. Appointments are not needed for drop-in counseling, available Tuesdays and Thursdays, 11am – 12pm at the Graduate Resource Center, located in the Student Activities Center, B11. Register on BruinView™ at career.ucla.edu/CareerCounseling.

Career Assessments—Understanding your personal preferences, skills, and career interests through assessments can help you to know more about yourself and how these facets correlate with careers. Assessments such as the Myers-Briggs, Strong Interest Inventory, and SkillScan Card Sort are offered through workshops and also available as part of the appointment counseling process. We also offer the Focus 2 career assessment which can be taken online at career.ucla.edu/CareerCounseling.

Online Resume Critique Service—A polished, professional resume is the first step to getting an interview. Submit your document online for a written critique by one of our career counselors. Within five business days, you will receive a personal email with constructive feedback and advice. career.ucla.edu/OnlineResumeCritique

Note: Only resumes are reviewed online. Please make an appointment for assistance with your CV and/or cover letter.

Career Library/Lab—A non-circulating collection of more than 2,500 books, periodicals, directories, books of lists, and other reference materials are available and make the UCLA Career Center Library one of the largest and most comprehensive in the nation. Discover resources to help you identify and research potential employers, gather information on careers and career exploration, job search strategies, CV/resume writing, employment and salary trends, interview questions and answers, and industries and employers. Targeted bibliographies have been created for many distinct graduate and PhD career paths. Access to the collection is available Monday through Friday, from 9am to 5pm. Library staff is available to answer all in-person reference questions.

Credentials File Services—UCLA graduate students and alumni seeking employment in higher education can store their confidential reference letters with the Career Center’s state-of-the-art web-based system. Letters are forwarded to colleges and universities upon your request. career.ucla.edu/CredentialsFileServices

BruinView™—BruinView™ is an online career management system you can utilize for jobs, internships, and interviews 24 hours a day. Exclusive job listings put you in touch with current positions in business and industry, government, nonprofit organizations, and education. In alliance with more than 40 other prestigious Research I institutions across the nation, BruinView™ provides our Master’s and PhD students shared access to thousands of positions posted through all of these campuses.

Career Fairs—An excellent opportunity to meet representatives from corporations, school districts, government agencies, and nonprofit organizations, campus career fairs have become popular among employers recruiting Master’s and PhD candidates. Review profiles of companies attending: career.ucla.edu/Students/CareerFairs.aspx

Employer Information Sessions—Employer presentations give you a chance to learn more about companies and career fields. These informal forums provide an overview of entry-level positions, career paths, training programs, and other company information. Schedules and sign-up information are accessed by going to “Events and Workshops” on BruinView™.

CAREER COUNSELING
DROP-IN HOURS
Graduate Student Resource Center (GSRC)
Tuesday and Thursday
11am – 12pm
OVERVIEW OF CAREER SERVICES FOR GRADUATE STUDENTS continued

**Workshops and Events for Graduate Students**

Specialized workshops are offered each quarter with topics including exploring career options, assessing skills, networking, interviewing, job search strategies for both academic and non-academic positions, and creating job application materials. To view the complete workshop schedule and register, please visit BruinView™.

**Versatile PhD**—This online resource helps graduate students identify and prepare for possible non-academic careers. It is mainly for humanities and social science graduate students, but other grad students can also benefit. UCLA graduate students have access to premium content which includes detailed profiles of interesting careers, career autobiographies by PhDs in various work settings, and resume and cover letters that are real and resulted in a PhD or ABD getting his or her first non-academic job! career.ucla.edu/Students/PhDMastersCareerSvcs/Overview/ucla-versatilephd.aspx

**Going Global on BruinView™**—Going Global is an online resource providing country-specific career and employment information, including world-wide internship and job postings, H1B employer listings, corporate profiles, and career resources for over 30 countries. The site also offers access to more than 600,000 internship and job listings, within the USA and around the world. Register on BruinView™ to access this resource.

**Internships, International Opportunities, and Fellowships (The Internship Zone)**—These opportunities provide access to study, research, or work in one’s particular field of interest. They can range from six months to two years in duration and usually include a stipend or other benefits. Many fellowships require that applicants have a BA or BS degree or are currently working on or have already secured a graduate or professional degree, so this can be a rich and rewarding option for graduate students. For further information on eligibility, application procedures, and assistance in competing

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**WORKSHOPS AND EVENTS FOR GRADUATE STUDENTS**

Specialized workshops are offered each quarter with topics including career options, skills assessment, networking, curriculum vitae/resume writing, interviewing, and job search strategies for both academic and non-academic positions. All currently enrolled UCLA graduate students are welcome to attend all Career Center workshops and events. Check our website or stop by the Career Center for a quarterly schedule.

- **Expanded Options** is a series of workshops designed to assist PhD students in exploring nonacademic careers, understanding the value of a PhD outside of academia, and identifying careers that match their interests, and draw from their strengths.

- **Transforming Your CV Into a Resume**—What do publishing companies, consulting firms, government agencies, and nonprofits have in common? They all expect a resume from their applicants. Learn how to present your skills and experience in a language that non-academic employers understand.

- **Special Events, Including Career Week 2013**—Custom-designed programs for PhD students introduce you to successful PhD graduates who are pursuing exciting careers both in academic and non-academic arenas.

- **Preparing for the Academic Job Market**—Wondering how to get started? This series of workshops will help you take the first steps and offer clear guidance on how to write a CV, draft effective cover letters, and assemble a credentials file. The most effective job search is a diversified search. Learn how and where to find academic job listings, evaluate options, and stay abreast of emerging opportunities.

- **Mastering the Academic Interview: Science and Engineering, Arts, Humanities and Social Sciences**—These programs include discipline-specific panels of UCLA professors who address the academic interview from start to finish. The panelists discuss how they approached the academic interviewing process, how they prepared for the social aspects of the interview, planned successful job talk/teaching sessions, avoided common pitfalls, and successfully negotiated academic job offers.
for awards to fund graduate study or research, please visit The Internship Zone on the second floor of the Career Center.

For additional resources on Fellowships, visit the Graduate Student Resource Center (GSRC).

BruinWorks is an online networking resource to help you find fellow UCLA alumni. You can research where other Bruins are working, learn about different careers, explore your own career options, and build a professional network. Complete access to BruinWorks is limited to UCLA degree holders. For more information, go to bruinworks.com.

The JumpStart Series—High-impact programs offered in a fast-paced, three-hour time slot. Sessions are moderated panel discussions with professionals in a variety of industries including business, consulting, healthcare, law, and government careers. Visit career.ucla.edu/JumpStart for upcoming workshops, registration, and fees.

ALUMNI CAREER SERVICES AND RESOURCES

Whether you are beginning your career journey, looking for new opportunities, or making a midcareer change, the UCLA Career Center offers resources and specialized fee-based services for University of California graduates. As a UC graduate, you may access select UCLA Career Center services and resources by purchasing a BruinView™ for Alumni subscription (exclusively for UC graduates who are UCLA Alumni Association members). For a separate fee, Online Resume Critique and Credentials File Services are also available for UCLA alumni. For updated details, visit career.ucla.edu/AlumniServices.

BruinView™ for Alumni is a six-month subscription for access to BruinView™ online job listings. This is currently an exclusive service for eligible UC alumni. UCLA degree holders with UCLA Alumni Association membership pay a nominal fee of $30. Note: Alumni of other UC campuses who join the UCLA Alumni Association can purchase a six month subscription for $75.

Please register at BruinView™ to sign up for:
- Quarterly Workshops
- Career Counseling Appointments
- Job/Internship Postings
- Employer Information Sessions
- Mock Interviews

Registration for each workshop begins two weeks prior to the date of the workshop.

career.ucla.edu

THE INTERNSHIP ZONE

International Scholarships & Fellowships—Get the funding you need to pursue study, research, or experiential learning in another country.

Some of the programs* available include:
- The State Department Internship Program
- JET (Japan Exchange and Teaching) Program
- Peace Corps
- Grants for Teaching Assistants in Spain
- International Cooperative Education (ICE)
- Westwood Rotary International Scholarship
- Fulbright English Teaching Assistantships
- Congress-Bundestag Youth Exchange

*Deadlines vary, as early as Summer or Fall

Short-Term Work and Teaching Abroad—Many possibilities exist for undergraduate/graduate students and recent graduates to live and work overseas.

International Internships & Volunteering—Explore opportunities with paid and unpaid internship placement programs, international volunteer programs and organizations, and UCLA volunteer groups.
CAREER SERVICES FOR INTERNATIONAL GRADUATE STUDENTS

NAVIGATING YOUR CAREER
The UCLA Career Center has a long history of assisting international students with their career development. It is the place where you can:
• Explore, assess, plan, and find ways to implement and reach your goals.
• Plan your career. The Career Center is much more than “a place to go to find a job” when you’re ready to graduate. Services and workshops tailored to the international student are targeted to meet your unique need. And you are encouraged to participate in the services and attend workshops offered to the UCLA community every quarter.
• Visit the Center throughout your academic career at UCLA.

SERVICES
• Individual student Drop-In Counseling on Mondays, 4-5pm, at the UCLA Dashew Center for International Students and Scholars (DCISS).
• Career counselors are equipped to assist you through every stage of your career decision-making process, helping you move towards your future academic and/or career endeavors.
• Increase your knowledge of the job and internship search process—including all job search correspondence.
• Conduct research on careers, companies, internships, and graduate schools at the Career Center Library.
• Conduct research on careers you can pursue abroad and in the United States.

WORKSHOPS (schedule varies each quarter)
• Navigating the Career Fair for International Students
• Resume Writing and Job Search Correspondence for International Students
• Internship & Summer Employment Opportunities for International Students
• American Style Interviewing
• Employment Options on F-1 Status

DASHEW CENTER FOR INTERNATIONAL STUDENTS AND SCHOLARS (DCISS)
DCISS assists UCLA students with their visa issues, assists academic departments with employment-based visa services, and serves as a resource and learning center for the entire UCLA community to promote global connection, international understanding, and cultural sensitivity. www.internationalcenter.ucla.edu

• F-1 Status—For those students who are on F-1 status, obtain the proper work authorizations before you begin employment. Apply for Curricular Practical Training (CPT) or Optional Practical Training (OPT). Please visit the Dashew Center several months in advance of your proposed employment start date.

• J-1 Status—Those students who are on J-1 status, including EAP students, may have the opportunity to engage in paid or unpaid employment which is directly related to their major field of study, during or after completion of studies, provided certain requirements are met. This authorization is termed Academic Training and is certified in writing by the Dashew Center. Be sure to apply for Academic Training before beginning any employment.

GOING GLOBAL ON BRUINVIEW™
Going Global is an online resource providing country-specific career and employment information, including world-wide internship and job postings, H1B employer listings, corporate profiles, and career resources for over 30 countries. The site also offers access to more than 600,000 internship and job listings, within the USA and around the world. Register on BruinView™ to access this resource.
CAMPUS RESOURCES FOR GRADUATE STUDENTS

GRADUATE DIVISION
This Graduate Division website provides degree and academic information, financing a UCLA education, student resources, and a link to the Graduate Quarterly. www.gdnet.ucla.edu

GRADUATE STUDENT RESOURCE CENTER (GSRC)
The GSRC is a resource, referral and information center for graduate students, offering programs and workshops on a variety of topics, drop-in advice and assistance, meeting and study space, and the opportunity for social interaction. The GSRC works with GSA to organize the Graduate Student Orientation each fall. The Graduate Student Resource Center is also the home of the new Graduate Writing Center. All graduate and professional students are welcome. The office is located in Student Activities Center, B11. gsrc.ucla.edu

GRADUATE WRITING CENTER (GWC)
The Graduate Writing Center offers a variety of workshops and programs throughout the year. During the summer, the Center offers various dissertation “boot camps” for graduate students working on dissertation proposals and dissertations. For Master’s thesis writers, try Master’s Thesis Boot Camps or facilitated writing groups. The Center also organizes independent writing groups in fall quarter, primarily for doctoral students. Additional workshops are offered on topics ranging from ESL writing issues to writing funding proposals and dissertations. gsrc.ucla.edu/gwc

UCLA GRADUATE & POSTDOCTORAL EXTRAMURAL SUPPORT (GRAPES)
The GRAPES database catalogs extramural funding opportunities of interest to prospective and current graduate students, students working on a master’s thesis or doctoral dissertation, and postdoctoral scholars. It contains information on over 500 private and publicly funded awards, fellowships, and internships. Advanced search options allow users to refine their search by field, academic level, award type, award amount, and other criteria. GRAPES is maintained by the Graduate Outreach, Diversity and Fellowships Office. www.gdnet.ucla.edu/grpinst.htm

GRADUATE STUDENT ASSOCIATION (GSA)
Graduate student organization that represents graduate students and promotes graduate students’ interests on the UCLA campus and within the University of California. gsa.asucla.ucla.edu

ACADEMIC DEPARTMENT SERVICES
Each of the graduate academic departments has graduate advisors available to assist.

CAPS (COUNSELING AND PSYCHOLOGICAL SERVICES)
Graduate studies can be an exciting challenge. As you manage studies and life, it can also become stressful. The Counseling Center supports your growth and development, and can help you to restore balance, build strength, gain emotional resiliency and increase your personal well-being. Individual appointments are available as well as a variety of workshops offered especially for graduate students. www.counseling.ucla.edu

DASHEW CENTER FOR INTERNATIONAL STUDENTS AND SCHOLARS (DCISS)
DCISS assists UCLA students with their visa issues, assists academic departments with employment-based visa services, and serves as a resource and learning center for the entire UCLA community to promote global connection, international understanding, and cultural sensitivity. Assistance is available for F-1 and J-1 status. www.internationalcenter.ucla.edu

OFFICE OF INSTRUCTIONAL DEVELOPMENT (OID)
The UCLA Office of Instructional Development (OID) supports the instructional mission of the University and enhances teaching and learning opportunities. Resources for graduate students include:
- OID sponsors a program by which advanced graduate students can develop and teach a lower division seminar in their field.
- OID offers mini-grant funding to teaching assistants of undergraduate courses to support activities such as guest speakers, field trips, instructional media and software acquisition.
- OID organizes training for teaching assistants as well as oral proficiency testing for international TAs. www.oid.ucla.edu
CAREER LIBRARY/LAB

Don Spring, MLS, Career Center Librarian, is available to answer all in-person reference questions.

**Hours:** Monday through Friday, from 9am to 5pm, Career Center, 2nd Floor

Hundreds of career and job search publications are available for graduate students! A non-circulating collection of more than 2,500 books, periodicals, directories, books of lists, and other reference materials are available and make the UCLA Career Center Library one of the largest and most comprehensive in the nation. Discover resources in every aspect of career planning. Targeted bibliographies have been created for many distinct graduate and PhD career paths. Selected list:

**CAREER EXPLORATION**
- CAREERS FOR SCHOLARS AND OTHER DEEP THINKERS, 2nd ed. by Blythe Camenson
- DOCTORAL CAREER OPTIONS: INITIAL EMPLOYMENT OF UCLA DOCTORAL RECIPIENTS by the UCLA Graduate Division
- PH.D. PATHWAYS: EXPLORING YOUR CAREER OPTIONS by the Career Development Center, Stanford University
- WHAT ELSE YOU CAN DO WITH A PH.D.: A CAREER GUIDE FOR SCHOLARS by Jan Secrist & Jacqueline Fitzpatrick

**ACADEMIC CAREERS**
- THE ACADEMIC DEANSHIP: INDIVIDUAL CAREERS AND INSTITUTIONAL ROLES by David F. Bright & Mary P. Richards
- ACADEMIC SCIENTISTS AT WORK by Jeremy M. Boss & Susan H. Eckert
- THE ADJUNCT PROFESSOR’S GUIDE TO SUCCESS: SURVIVING AND THRIVING IN THE COLLEGE CLASSROOM by Richard E. Lyons, Marcella L. Kysilka, & George E. Pawlas
- GRADUATE STUDY FOR THE 21ST CENTURY: HOW TO BUILD AN ACADEMIC CAREER IN THE HUMANITIES by Gregory Colón Semenza
- HOW TO SUCCEED IN ACADEMICS, 2nd ed. by Linda L. McCabe & Edward R. B. McCabe
- IS A PH.D. FOR ME?: A CAUTIONARY GUIDE FOR ASPIRING DOCTORAL STUDENTS by Yuval Bar-Or
- NEW FACULTY: A PRACTICAL GUIDE FOR ACADEMIC BEGINNERS by Christopher Lucas & John Murry

**ACADEMIC JOB SEARCH**
- THE ACADEMIC JOB SEARCH HANDBOOK, 4th ed. by Julia Miller Vick & Jennifer S. Furlong
- CURRICULUM VITAE HANDBOOK, 2nd ed. by Rebecca Anthony & Gerald Roe
- JOB SEARCH IN ACADEME: STRATEGIC RHETORICS FOR FACULTY JOB CANDIDATES by Dawn M. Forno & Cheryl Reed
- SURVIVING YOUR ACADEMIC JOB HUNT: ADVICE FOR HUMANITIES PH.D.S by Kathryn Hume
- THE TEACHING PORTFOLIO: A PRACTICAL GUIDE TO IMPROVED PERFORMANCE AND PROMOTION/TENURE DECISIONS, 2nd ed. by Peter Seldin

**NON-ACADEMIC CAREERS—GENERAL**
- CAREERS IN INTERNATIONAL AFFAIRS, 8th ed. by Maria Pinto Carland & Candace Faber
- LIFE AFTER GRAD SCHOOL: GETTING FROM A TO B by Jerald M. Jellison
- OUTSIDE THE IVORY TOWER: A GUIDE FOR ACADEMICS CONSIDERING ALTERNATIVE CAREERS by Margaret Newhouse, Ph.D.
- SO WHAT ARE YOU GOING TO DO WITH THAT?: FINDING CAREERS OUTSIDE ACADEMIA, rev. ed. by Susan Basalla & Maggie Debelius

**NON-ACADEMIC CAREERS—THE ARTS & WRITING**
- 100 JOBS IN WORDS by Scott A. Meyer
- CAREER OPPORTUNITIES IN ART, 3rd ed. by Susan H. Haubenstock & David Joselit
- CAREER OPPORTUNITIES IN JOURNALISM by Jennifer Bobrow Burns
- CAREER OPPORTUNITIES IN THEATER AND THE PERFORMING ARTS, 3rd ed. by Shelly Field
- NONFICTION BOOK PROPOSALS ANYBODY CAN WRITE: HOW TO GET A CONTRACT AND ADVANCE BEFORE WRITING YOUR BOOK, 2nd ed. by Elizabeth Lyon

**NON-ACADEMIC CAREERS—BUSINESS & CONSULTING**
- CAMPUS CEO: THE STUDENT ENTREPRENEUR’S GUIDE TO LAUNCHING A MULTIMILLION-DOLLAR BUSINESS by Randal Pinkett
- CAREERS IN BUSINESS, 5th ed. by Lila B. Stair & Leslie Stair
- CONSULTING FOR PH.DS, LAWYERS, AND DOCTORS by WetFeet
- INTERNATIONAL RESEARCH CENTERS DIRECTORY by The Gale Group [Foreign Companies, Associations, and Government Agencies]
CAREER LIBRARY/LAB continued

RESEARCH SERVICES DIRECTORY: COMMERCIAL AND CORPORATE RESEARCH CENTERS by Grey House Publishing [American Corporations]


NON-ACADEMIC CAREERS—GOVERNMENT
THE BOOK OF U.S. GOVERNMENT JOBS, 10th ed. by Dennis V. Damp
CAREER OPPORTUNITIES IN POLITICS, GOVERNMENT, & ACTIVISM by Joan Axelrod-Contrada
ENCYCLOPEDIA OF GOVERNMENTAL ADVISORY ORGANIZATIONS by The Gale Group
GOVERNMENT RESEARCH DIRECTORY by The Gale Group [U.S. Departments and Agencies]

NON-ACADEMIC CAREERS—NONPROFIT
CAREER OPPORTUNITIES IN THE NONPROFIT SECTOR by Jennifer Bobrow Burns
CAREERS IN FUNDRAISING by Lilya Wagner
POLICY PASSAGES: CAREER OPTIONS FOR POLICY WORKS by Howard J. Wiarda, ed.
RESEARCH CENTERS DIRECTORY by The Gale Group [Nonprofit & Educational Institutions]
THINK TANK DIRECTORY: A GUIDE TO INDEPENDENT NONPROFIT PUBLIC POLICY RESEARCH ORGANIZATIONS, 2nd ed. by Lynn John Hellebust & Kristen Page Hellebust, eds.

NON-ACADEMIC CAREERS—SCIENCE & TECHNOLOGY
100 JOBS IN TECHNOLOGY by Lori Hawkins & Betsy Dowling
ALTERNATIVE CAREERS IN SCIENCE: LEAVING THE IVORY TOWER by Cynthia Robbins-Roth
CAREER OPPORTUNITIES IN CONSERVATION AND THE ENVIRONMENT by Paul R. Greenland

THE ENTREPRENEURIAL ENGINEER by David E. Goldberg
NONTRADITIONAL CAREERS FOR CHEMISTS by Lisa M. Balbes
THE SCIENTIST AS CONSULTANT: BUILDING NEW CAREER OPPORTUNITIES by Carl J. Sindermann & Thomas K. Sawyer

NON-ACADEMIC JOB SEARCH
THE ADAMS JOB INTERVIEW ALMANAC, 2nd ed. by Adams Media
THE CAREER PORTFOLIO WORKBOOK by Frank Satterthwaite & Gary D’Orsi
JOB OFFER: A HOW-TO NEGOTIATION GUIDE by Maryanne L. Wegerbauer
THE NEW PROFESSIONAL IMAGE: DRESS YOUR BEST FOR EVERY BUSINESS SITUATION by Susan Bixler
POWER NETWORKING: 59 SECRETS FOR PERSONAL AND PROFESSIONAL SUCCESS by Donna Fisher & Sandy Vilas
PROFESSIONAL RESUMES FOR EXECUTIVES, MANAGERS, AND OTHER ADMINISTRATORS by David F. Noble

GRADUATE SCHOOL—FUNDING
FINANCIAL AID FOR STUDY & TRAINING ABROAD by Gail Ann Schlachter & R. David Weber
HOW TO PAY FOR YOUR DEGREE IN: BUSINESS, EDUCATION, ENGINEERING, LAW, LIBRARY AND INFORMATION STUDIES, & NURSING by Gail Ann Schlachtner & R. David Weber
MONEY FOR GRADUATE STUDENTS IN THE: ARTS AND HUMANITIES, BIOLOGICAL SCIENCES, HEALTH SCIENCES, PHYSICAL AND EARTH SCIENCES, & SOCIAL AND BEHAVIORAL SCIENCES by the Reference Service Press
PAYING FOR GRADUATE SCHOOL WITHOUT GOING BROKE by Peter Diffley & Joseph Russo
SCHOLARSHIPS, FELLOWSHIPS, AND LOANS: A GUIDE TO EDUCATION-RELATED FINANCIAL AID PROGRAMS FOR STUDENTS AND PROFESSIONALS by Thomson/Gale
GRADUATE SCHOOL – PROCESS, ESSAYS, PROGRAMS (numerous resources that address these topics)
THE ACADEMIC JOB SEARCH essentially begins the day you start your program. The expertise you develop, your work ethic and diligence, the relationships you build with professors, professionals, and other students and colleagues as well as your professional development through conferences, publications, and research/work experience set the foundation for your knowledge and reputation. Ultimately, this will come together in a multitude of documents that support your application for employment. These may include your CV, cover letter, teaching philosophy, portfolio, research statement, and letters of recommendation. The following pages will review the timeline for actively applying for academic positions as well as a review of the materials typically required.

TIMETABLE FOR SEARCHING/APPLYING

OCTOBER THROUGH MAY is the typical academic hiring cycle, though there may be some differences from one discipline to another. Ideally, the goal is to complete your dissertation by the summer before your academic position begins. It can be daunting to consider the simultaneous tasks of finishing the dissertation and searching for a job. Mapping out a plan can help. The following are some tips to get you started. Career Counselors are available to assist you.

Summer Quarter (12 months ahead)
- Write/update CV and draft of cover letter
- Ask for letters of recommendation (consider using the UCLA credentials file)
- Discuss plans with professors and advisors—get feedback on opportunities
- Build network of contacts (renew, initiate)—take advantage of conferences, poster presentations
- Consider post-doc options, collect information and applications
- Prepare supporting materials: Teaching Portfolio, Teaching Philosophy, Research Statement, Writing Sample (see page 15 for more on these)
- Have a Plan A and Plan B

Fall Quarter
- Review job postings (ask advisors, check BruinView™, Chronicle of Higher Education, Academic 360, Professional Associations, internet websites—see page 20 for more websites)
- Attend conferences, professional association meetings—engage with other professionals
- Target CV and cover letter to specific positions of interest
- Keep track of applications
- Prepare for Interviews

Winter Quarter
- Prepare and practice your academic Job Talk
- Continue to apply for jobs and post-doc positions
- Attend conferences (many organizations may conduct first-round interviews at these events)

Spring Quarter
- Continue to apply and interview
- Evaluate offers
CRAFTING YOUR APPLICATION MATERIALS

APPLICATION MATERIALS INCLUDE some or all of the following: CV/Resume, Teaching Philosophy, Teaching Portfolio, and Research Statement.

THE CURRICULUM VITAE
The Curriculum Vitae (CV) is commonly used when you are applying for a fellowship or grant, or seeking a career position in higher education, government, or research. The CV is a record of your education, experience, accomplishments, expertise, and special professional qualities. Unlike the resume, which is restricted in length, the CV is a comprehensive biographical statement that may be three to ten pages in length.

The CV often accompanies the additional pieces of the academic application. These include the academic cover letter, letters of reference, transcripts, teaching evaluations, research proposals, portfolio samples, and other paper credentials.

When building a CV, the most important question to consider is the position to which you are applying, and target the CV accordingly: a teaching position? A research position? A combined position? A postdoctoral position? A grant or fellowship? The kinds of experiences you need to highlight will vary with your career objectives.

Appearance Counts
• Is your CV attractive and well designed?
• Are the categories clearly labeled?
• Is it printed on bond or writing paper (20 lb., 24 lb., or 28 lb.)?
• Proofread, proofread, proofread!

Guidelines for Preparing a Curriculum Vitae
• Elaborate rather than eliminate when it comes to selecting categories. Search committees have varying agendas, so you need to give them a complete picture.
• Consider writing a Master CV—a document that you can continue to amend as your experience grows. Then, when you apply for positions, select relevant information to develop each document.

Basic Categories of the Curriculum Vitae
The following is a list of sample headings. Target your CV to the position by arranging the headings in descending order of importance to the position. Within each heading, list all entries in reverse chronological order.

• Identifying Information—Name, address, phone, email address, and fax. Do not include marital status, number of children, or other personal characteristics.
• Education—Begin with the most recent degree or expected degree. List degrees, majors, institutions, and dates in reverse chronological order. List any minors or fields of emphasis. List honors awarded upon graduation.
• Dissertation or Thesis—Title and brief description of work, theoretical framework, conclusions, advisor and readers (if they add breadth, depth, or new perspectives).
• Awards, Honors, Fellowships, and Scholarships—Recognition by university or field is very important to acknowledge prominently. If you have two or more entries, give each a section. List honorary societies here if not under education section.
• Professional Experience—This section will have several sub-categories, i.e., research experience, consulting, fieldwork, teaching, practice, postdoctoral work, industry, training, etc. Use action verbs when describing tasks in bullet point format.
• Publications, Papers, Exhibits, Etc.—You can subdivide publications into journal publications, conferences, posters, etc.
• Teaching & Research Interests—List all courses you are prepared to teach, and list topics of present and future research interest. If you are qualified to teach in several fields, add a list of graduate courses taken as an appendix and refer to it.
• Academic Service—Include university-wide groups, task forces, committees, etc., on which you have worked. List leadership positions assumed on each.
• Professional Affiliations—List all professional groups and offices held. Indicate leadership of special projects.
• Languages—Include all you speak, read, or write and the level (fluent, proficient, conversational).
• Reference or Placement file—You may list references’ contact information (i.e., name, position, address, email, phone, or fax).
CRAFTING YOUR APPLICATION MATERIALS continued

Other Sample Headings Include:

- Professional Service
- Professional Development
- Abstracts
- Conference—Attendance, Participation
- Leadership
- Workshops and Training
- Presentations
- Book Reviews
- Certification or Licensures
- Major Committees

- Professional Summary
- Consulting Experience
- Technical Papers
- Editorial Appointments
- Activities and Distinctions
- Travel or Study Abroad
- Music/Compositions/Recording
- Writing Experience
- Directing/Performance/Film
- Clinical Experience

ACADEMIC COVER LETTERS
An academic cover letter will accompany your application materials and is your opportunity to persuade the search committee that you have the qualifications they seek. This one- to two-page document must also be targeted to the position. Before writing, consider the requirements of the position, the mission statement and values of the institution (review the website of the school and the department), and consider additional experience, skills, and qualities that you might bring to the job beyond the basics. Have someone review this for you and proofread!

TEACHING PHILOSOPHY
This is your opportunity to demonstrate your passion for teaching and support this with examples that demonstrate to the selection committee that you are indeed the perfect candidate. It not only reflects the value you place on teaching your academic material, but how you might contribute to the university community. Some questions to consider would be: why do you teach, why are you passionate about the material, how do you make it come to life, what are your expectations of students and of yourself as a teacher, how do you improve? The UCLA Career Library has published resources to get you started.

TEACHING PORTFOLIO
A teaching portfolio essentially provides evidence of your teaching experience and allows the selection committee to get a better sense of your abilities and strengths. The materials in your portfolio would include a syllabus for a course(s) you have taught or a proposal for one you would like to teach. In addition, it might include student evaluations, course materials you have developed, outcomes of teaching, and awards earned. These materials should be neatly compiled and only submitted when requested. If your department provides a website, consider creating your own website with portfolio.

RESEARCH STATEMENT
A research statement will range in length from one to five pages, depending on your discipline. Your faculty advisor is a great resource to help with this process. Research statements typically summarize your research, current work, and your research plans for the future. With the "big picture" in mind, the research statement must be a compelling statement that focuses on the needs and goals of the department. It demonstrates your strengths, research, direction, expertise and, perhaps, ability to get funding.

LETTERS OF RECOMMENDATION
Choose professors who know you and your work. Ask in person, when possible. Otherwise, write a formal and cordial request. Let them know why you feel that they are a good candidate to write a letter on your behalf. Always give them plenty of advance notice. Make it easy for them: provide them with your resume, summary of achievements, and description of the position to which you are applying, deadline information, and any other instructions or details that are pertinent. Provide a stamped envelope with the accurate amount of postage. Send a thank-you note and update them with results.

Credentials File Services—UCLA graduate students and alumni seeking employment in higher education can store their confidential reference letters with the Career Center’s state-of-the-art web-based system. Letters are forwarded to colleges and universities upon your request. career.ucla.edu/CredentialsFileServices
# NAME
Curriculum Vitae
Address (home and work)
Phone · Email

## EDUCATION
PhD, Degree concentration, date expected or received
UCLA
Dissertation/Thesis Title
Dissertation/Thesis Advisor (if ABD)

MA/MS Degree, Major, date received
Institution, City, State
Thesis

BA/BS Degree, Major (Minor), date received
Institution, City, State

## LICENSURE/CERTIFICATION (if applicable)
[Skip a space between each main heading]

## RESEARCH INTERESTS

## RESEARCH EXPERIENCE
Title, Institution, city, state, date
Title, Institution, city, state, date
[No space needed between the listings of experience]

## TEACHING EXPERIENCE
Title, Institution, city, state, date

## CLINICAL EXPERIENCE
Title, Institution, city, state, date

## PROFESSIONAL EXPERIENCE
Title, Institution/Company, city, state, date

## PUBLICATIONS
Be sure to use the appropriate citation style from your field of study (APA, MLA or Chicago)

## PRESENTATIONS AND POSTERS
PAPERS PRESENTED
Be sure to use the appropriate citation style from your field of study (APA, MLA or Chicago)

## INVITED TALKS

## HONORS/AWARDS

## GRANTS/FELLOWSHIPS

## ACADEMIC SERVICE

## PROFESSIONAL AFFILIATIONS/MEMBERSHIPS

## LANGUAGE
(List language and level of proficiency)

## SKILLS
Computer, Laboratory (if applicable), Technical (if applicable)

## PERSONAL INFORMATION
Address, phone, and email are the only personal information to be listed. The following is never listed on a CV in the United States: birthdate/age, marital status, birthplace, citizenship, race, or a photograph.

## REFERENCES
Joseph Bruin
Curriculum Vitae

UCLA Department of Economics
8283 Bunche Hall
Los Angeles, CA 90095
Phone: (310) 829-5000

Home: 123 Wilshire Blvd., Apt. 1000
Los Angeles, CA 90024
Email: jbruin@ucla.edu

EDUCATION
Ph.D., Economics, UCLA, Anticipated June 20XX
M.A., Economics, UCLA, June 20XX
B.S., Mathematics, University of California, Berkeley, June 20XX

FIELDS OF INTEREST
Macroeconomics, Applied Econometrics, Industrial Organization

RESEARCH EXPERIENCE
Research Assistant, Topic of Research, Professor, Department, dates
  • Briefly explain
Research Assistant, Company, City, State, Topic of Research, dates
  • Briefly explain

TEACHING EXPERIENCE
Lecturer, Course Title (number is not necessary), University/Department, date
Teaching Assistant, Course Title (number is not necessary), University/Department, date
Teaching Assistant, Course Title (number is not necessary), University/Department, date
  • If your department has you design and sole-teach courses, then clarify this

WORKING PAPERS
“Title of the paper”, list any additional authors
“Title of the paper”, list any additional authors

RESEARCH PROJECTS
Title of the project, list any additional authors
Title of the project, list any additional authors

FELLOWSHIPS
Dissertation Year Fellowship, UCLA, 20XX-20XX
Teaching Fellowship, UCLA, 20XX-20XX

HONORS/AWARDS
UCLA Honors in Economic Theory, date
UCLA Honors in Microeconomics, date
Welton Prize, Macroeconomics/International, UCLA, 20XX

PROFESSIONAL EXPERIENCE
Assistant, Analysis Group, Los Angeles, CA. 20XX-20XX
Analyst Intern, Cornerstone Research, Los Angeles, CA 20XX-20XX

SKILLS
Stata, Matlab, Fortran, Latex

LANGUAGE
Spanish—fluent: read, write speak

REFERENCES
NAME - 1
Professor, Department of Economics
405 Hilgard Ave. Bunche Hall Room #
Los Angeles, CA 90095
(310) 206-XXXX | Professorname1@econ.ucla.edu

NAME - 2
Professor, Department of Economics
405 Hilgard Ave. Bunche Hall Room #
Los Angeles, CA 90095
(310) 206-XXXX | Professorname2@econ.ucla.edu

NAME - 3
Professor, Department of Economics
405 Hilgard Ave. Bunche Hall Room #
Los Angeles, CA 90095
(310) 206-XXXX | Professorname3@econ.ucla.edu

NAME - 4
Professor, Department of Economics
405 Hilgard Ave. Bunche Hall Room #
Los Angeles, CA 90095
(310) 206-XXXX | Professorname4@econ.ucla.edu
CURRICULUM VITAE

SALLY BRUIN

1234 Rose Ave.  UCLA
Long Beach, CA 90002  701 UNEX Building, 215672
(562) 555-1234  Los Angeles, CA 92001-2200
Email: sbruin@ucla.net  (310) 555-4321

EDUCATION

PhD, Developmental Psychology, University of California, Los Angeles, Expected June 2013
Dissertation/Thesis Title: Dissertation/Thesis Advisor (if ABD)
MA, Developmental Psychology, University of California, Los Angeles, June 2008
BA, Psychology, University of Pennsylvania, December 2002

RESEARCH INTERESTS

Cognitive development; cultural differences in cognitive development; Social/emotional development; self and social understanding; problem solving; affective decision making

RESEARCH EXPERIENCE

Principal Investigator
University of California, Los Angeles
June 20XX – present
Dissertation: Methods for Increasing Cultural Diversity in After-School Programs.
This study investigates the content, programming and accessibility of after-school programs developed for adolescents in three urban public schools. The existing programs will be evaluated based on enrollment, attrition, and measured impact on participating students. Gender, race, and age differences will be examined.
Chair: Victoria Barnett, PhD

TEACHING EXPERIENCE

Instructor – Undergraduate Psychology Course, Human Sexuality
University of California, Los Angeles
April 2010 – June 2010
Taught upper-division psychology course entitled “Human Sexuality.” Course integrated issues of behavioral, cultural, and ethnic diversity into an overview of the biological, behavioral, and psychological aspects of human sexuality. Duties included curriculum design, lecture planning and implementation, test design, and evaluation of student progress.

CLINICAL EXPERIENCE

Psychological Evaluation Trainee
Santa Monica Child Guidance Center, Santa Monica, CA
August 20XX - July 20XX
Conducted assessments of children, adolescents and mothers. Presenting issues included ruling out learning disabilities, clinical depression, ADHD, and oppositional defiant disorder. Duties included: Consultation with parents, teachers, and therapists. Battery administration, scoring and report writing. Attended weekly assessment training seminars, and individual supervision.
Supervisor: Bob Lamonta, PhD

SUPERVISORY EXPERIENCE

Supervisor – Undergraduate Research Team
University of California, Los Angeles
August 2008 – July 2009
Supervised and trained a group of undergraduate researchers in developing, conducting, and evaluating school-based interventions. Accompanied on site interventions. Provided feedback and assistance in carrying out projects.
Supervisor: Delongpre Dannon, PhD

PRESENTATIONS AND POSTERS


PUBLICATIONS


FELLOWSHIPS/AWARDS

Dissertation Year Fellowship, UCLA, 20XX – 20XX
Franz Distinguished Teaching Assistant Award 20XX – 20XX
Summer Research Mentorship Award, UCLA, 20XX

SKILLS

SPSS, Excel, PowerPoint, Word, Matlab, WordPress, SurveyMonkey

LANGUAGES

Spanish—Fluent: read, write, speak

PROFESSIONAL ASSOCIATIONS

American Psychological Association of Graduate Students
American Psychological Association, Child, Youth, Family Services Division
Association for Psychological Science
David Bruin
1000 Midvale Ave., Apt. 1, Los Angeles, CA 90024
(310) 206-XXXX  •  dbruin@ucla.edu

October 15, 20XX

Gerald Jones, PhD
Search Committee Chair
Department of English
University Name
Street Address
City, State Zip

Dear Professor Jones:

I am writing to express my interest in the position of Assistant Professor of Eighteenth-Century Literature advertised by your department in the October MLA Job Information List. I expect to receive my PhD in June 20XX from the department of English at the University of California, Los Angeles. My academic interests and training are directly aligned with the requirements of this position. I am committed to contributing my efforts to an academic department such as yours that has an established history of scholarly research, and enhances both the department and the field of Eighteenth-Century Literature.

My dissertation, “The Character of Commerce: Writing and Credit in Eighteenth-Century Britain,” demonstrates how the discourses of philosophy, literature, and aesthetics ordered the domain of authority and value that we now call the “economy.” Each chapter situates a text from eighteenth-century Britain—John Locke’s An Essay Concerning Human Understanding (1690), Daniel Defoe’s Colonel Jack (1722) and The Fortunate Mistress (1724), Eliza Haywood’s Memoirs of a Certain Island Adjacent to the Kingdom of Utopia (1725), and Edmund Burke’s A Philosophical Inquiry into the Origin of the Idea of the Sublime and the Beautiful (1757)—in relation to historical developments in money, law, property, and representation more generally. Drawing on the work of theorists such as Jean-Joseph Goux, Michel Foucault, and J.G.A. Pocock, I historicize how terms like “credit,” “exchange,” and the “sublime” emerged to become privileged concepts that helped transform Britain into a commercial society. To use the period’s own idiom, the problematic I trace can be imagined as the relationship between “character” and “credit,” both of which are key words unlocking contemporary discourses addressing personality, writing, and economics. The story my dissertation tells is how individual “character,” like the political-economic system in general, was increasingly imagined as depending on “credit,” so that a social order legislated by the “invisible hand” becomes naturalized, its fictionality forgotten.

Last year, I was awarded a teaching fellowship with the English department for a position as a teaching fellow. In addition to teaching, I worked with faculty and graduate students to design and teach the course. Through extensive research, we selected texts intended to represent a number of critical methods—deconstruction, historicism, psychoanalysis, formalism—as well as literary texts—canonical (Hawthorne’s short stories, Shakespeare’s Macbeth), contemporary (Morrison’s Beloved), and various popular works that stretch the limits of the definition of “text.” The goal of the course was twofold: to introduce a number of critical methods and to use such methods to help students more aware and appreciative that reading literary and other texts is a conscious and critical activity.

Thank you for your time in reviewing my application for the position. I will be attending the MLA conference in December and would welcome the opportunity to meet with you at that time.

Enclosed, please find a copy of my CV which includes a list of my references. I look forward to hearing from you at your earliest convenience.

Sincerely,

David Bruin

Doctoral Candidate
University Name, Department of English
SEARCH FOR ACADEMIC POSITIONS

Networking—Developing your networking skills is perhaps the single most effective way to help you find a position, and it can be an enjoyable social opportunity. You can tap into faculty (inside and outside your department), peers, alumni, professionals, family, and friends. See article on “Networking,” page 28.

Job Search Websites
University Websites
Conferences/Conventions
Professional Associations
Professional Publications
Campus Committees
Listservs

POPULAR WEBSITES FOR ACADEMIC POSITIONS

- Chronicle of Higher Education
chronicle.com/jobs
- Academic 360
www.academic360.com
- American Association of Community Colleges
www.aacc.nche.edu
- PhDs.org: Career Resources for Math, Science and Engineering
www.phds.org
- University Job Bank
www.ujobbank.com
- Inside Higher Ed
www.insidehighered.com

For additional websites, go to Academic job search links career.ucla.edu/PhDMasters

ACADEMIC INTERVIEWS

THE ACADEMIC INTERVIEW
The academic interview is a process. It is both challenging and rewarding and different than interviewing for non-academic jobs. Most campus interviews are one to two days in length. The day will consist of several interviews with search committee members, students, faculty, other campus departments, and administrators. You will also give an academic job talk presentation, dine with the search committee, and have a campus and residential tour. Here are a few tips to help you prepare for this experience.

- Attend all departmental programs on the academic job search.
- Attend the Academic Job Search Series during the fall quarter led by the UCLA Career Center. career.ucla.edu/Workshops
- Depending on the type of institution—research university, liberal arts college, or community college—the description for faculty positions will differ. For instance, a teaching position will focus more questions on your teaching experience, pedagogical issues, philosophy, etc. A research institution will focus more questions on the nature of your research and future plans for research.
- Prepare for interviews early. Schedule a mock academic job interview with your departmental faculty and/or UCLA graduate career counselor. career.ucla.edu/Students/CareerCounseling.aspx
- Learn about strategies for handling campus, conference, telephone, and video-conference interviews. You may encounter several of these for one position.
- Practice your academic job talk. It is the hallmark of the academic interviewing process in most fields. Usually they are 60 minutes in length and provide the committee an opportunity to evaluate your presentation style and general professional demeanor while learning about your research.
- Wear clothing that is comfortable and professional in appearance. Bring a couple of outfits as you may be invited to dinner or a cultural event later in the day.
- Ask about travel expenses in advance. Many programs will reimburse you for your travel expenses.
GENERAL ACADEMIC INTERVIEW QUESTIONS
We strongly recommend that you consult with faculty to learn what types of field-specific questions and dissertation issues you may encounter during the interview. Here are some general questions to consider.

• Tell us about yourself. Share more about yourself than what is written in your application materials. Be brief, however.
• Please discuss your dissertation research with the committee.
• How would you teach an undergraduate or graduate course on XYZ topic? What materials, textbooks, pedagogical approach, and/or theory would you utilize?
• What are your professional goals? Short-term? Long-term?

Describe your research plan. What are potential funding sources?
What contributions are you prepared to make to our department?
Describe a challenging situation with a professor, colleague, or student. How did you address it?
What questions do you have for us? Be prepared to ask questions. Possible questions may address curriculum, job duties, promotion and tenure, research, and the future trends of the department.
Prepare to handle direct questions about your work as well as controversial or competing issues. Be prepared to also explain how your research fits in with the rest of the department and how you conceive of it in the years to come.

Remember, most institutions wish to appoint candidates whose research they see as "tenure worthy."

THE ACADEMIC JOB TALK is part of the on-campus interview in which you are invited to campus to share your expertise. It is exciting to receive this invitation as you are now entering the next step in the recruiting process. As with any presentation, it is important to be well prepared. You will be presenting your work for about an hour to an audience who may or may not be familiar with your field of research. This audience will be evaluating you as a researcher, a professor, and a colleague. Your preparation includes the content of the talk as well as the presentation of the information. Find out what to expect: who is the audience, how technical should you be, how long is the talk, confirm the topic, what do you want your audience to learn.

To deliver a smooth presentation, you must practice. It can help you find the right balance of spontaneous and prepared. Follow the standard rules of engaging your audience; speak clearly, don’t rush, organize the information, don’t get too technical.

Follow the “3 Ts”: Tell them what you’re going to tell them, tell them, and then tell them what you told them.

Visit the Career Center Library for books on this topic.

LOOK FOR THESE HELPFUL LINKS AT career.ucla.edu/PhDMasters

• PhD and Master’s Workshops
• Credentials File Services
• Preparing for the Academic Job Market
• Academic Job Search Listings
• Non-Academic Job Search Listings
• Academic Interviewing
WHETHER YOU ARE CONSIDERING alternative options to a career in academia, or your graduate studies are directly related to pursuit of a career outside of academia, it is important to know the job search process. Acquiring knowledge, performing research, and developing expertise in your chosen field of interest must be packaged in a way that employers will understand the value you offer to the company and how your qualifications relate to a specific position. The following information will assist you with this process.

TIMETABLE FOR JOB SEARCH

**Summer Quarter**
- Write/update resume and draft of cover letter.
- Compile listings of industries and companies of interest—begin to review their websites.
- Build network of contacts (renew, initiate)—take advantage of conferences/association memberships.

**Fall Quarter**
- Fall quarter is recruiting season for many industries: finance, accounting, business, and engineering, among others; recruiters host information sessions, attend career fairs, and post positions on BruinView™.

**Winter/Spring Quarter**
- In industries not addressed in fall recruiting, begin the job search now (see summer quarter tasks).
- Start networking: attend conferences, professional association meetings—meet other professionals.
- Target resume and cover letter to specific positions of interest—use the job posting as a guide.
- Keep track of applications.
- Prepare for interviews.
# UCLA Career Center 2012-13
## Recruitment Calendar

Hundreds of recruiters will be visiting UCLA this year. Currently registered UCLA students are invited to join us at the following programs, fairs, and targeted events.

### Fall 2012

<table>
<thead>
<tr>
<th>September</th>
</tr>
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The **JumpStart Series**

We also invite currently registered UCLA students to register for The JumpStart Series throughout the year.

Please go to [career.ucla.edu/JumpStart](http://career.ucla.edu/JumpStart) and register today.
SELF-ASSESSMENT & TRANSFERABLE SKILLS

ASSESSING YOURSELF
Consider your skills, interests, values, and particularly, your accomplishments. Your skills, accomplishments, and experiences will be listed on your resume. Pay particular attention to the skills and qualifications that an employer seeks (as stated on the job posting and through information detailed on their website). Target your resume to the position.

TRANSFERABLE SKILLS
As a graduate student and researcher, you have documented many facts that will be reviewed and analyzed over time, giving rise to the ultimate presentation of your dissertation. However, it is not likely that you have taken the time to document the skills you have that you utilize daily in this effort, and less so, the skills you have developed over time and take for granted. In fact, many graduate students underestimate the transferable skills they have honed throughout their education and life experience.

When it comes to considering options outside the world of academia, these same diligent researchers often utter the phrase “but I don’t have any skills.” This, of course, is not the case. The following is a list of transferable skills that you may lay claim to and incorporate into a resume, cover letter, and interview discussion. In addition to the skills, think about examples that demonstrate these skills. Organize the list in a hierarchy that correlates to the requirements of the job under consideration.

TRANSFERABLE SKILL CATEGORIES

Research & Information Management
- Identify sources of information applicable to a given problem
- Gather relevant information using library and internet resources
- Understand and synthesize large quantities of information
- Design and analyze surveys
- Develop organizing principles to sort and evaluate data effectively

Analysis & Problem-Solving
- Define a problem and identify possible causes
- Comprehend a large amount of information and identify the elements relevant to the problem at hand
- Form and defend independent conclusions
- Design an experiment, plan, or model that defines a problem, tests potential resolutions and/or implements a solution
- Develop criteria to evaluate different possible courses of action

Project Management & Organization
- Manage a project from beginning to end
- Manage several projects at once
- Identify goals and/or tasks to be accomplished
- Develop realistic timeline for completion of project
- Prioritize tasks
- Anticipate potential problems
- Maintain flexibility in the face of changing circumstances (new information or a change in resource availability)

Interpersonal & Leadership Skills
- Facilitate group discussions or conduct meetings
- Motivate others to complete projects (group or individual)
- Respond appropriately to positive or negative feedback
- Effectively mentor subordinates and/or peers
- Collaborate on projects
- Teach skills or concepts to others
- Able to navigate complex bureaucratic environments

Written & Oral Communication
- Prepare concise and logically written materials
- Organize and communicate ideas effectively in oral presentations to small and large groups
- Ability to write at all levels—brief abstract to book-length manuscript
- Attentive to audience knowledge and needs and able to shape oral and written presentations appropriately
- Debate issues in a collegial and courteous manner and effectively participate in group discussions
- Use logical argument to persuade others
- Explain complex or difficult concepts in basic terms and language
- Write effective grant proposals
- Knowledge of foreign languages

Self-Management & Work Habits
- Work effectively under pressure and to meet deadlines (good time management)
- Comprehend new material and subject matter quickly (fast learner)
- Work effectively with limited supervision
- Able to thrive in a competitive environment
- Disciplined worker
- Attentive to detail

Reprinted with permission from University of Michigan
www.careercenter.umich.edu/students/gradservices/nonacademic/transfer.html
GATHERING INFORMATION ABOUT CAREERS, JOBS AND EMPLOYERS

THERE ARE MANY WAYS to learn about careers and opportunities. Publications, internet resources and professionals themselves are a few of the ways.

- UCLA Career Library/Lab—2,500 publications on careers, industries, employers and much more
- Employer Information Sessions—hosted by the Career Center—see BruinView™
- Bruinworks.com—UCLA Alumni database of those willing to discuss their career paths
- Company websites
- Professors, friends, family
- Informational Interviews—personal interviews with people who are doing what you think you might like to do

What are the benefits of conducting an Informational Interview?
- Provides you with a realistic grasp of a career, industry, or company you’re considering by talking to current professionals.
- Evaluate whether your career of interest is compatible with who you are (personality, interests, values, skills and lifestyle).
- Receive specific suggestions and ideas on where to acquire experience.
- Expand your network of contacts for future opportunities.
- Gain referrals to other professionals for additional perspectives.

Are Informational Interviews only for students?
Not at all. Informational interviews are appropriate for first-year students through alumni. If you are in the process of choosing a career path, beginning a job search, or transitioning to a different career, the informational interview can be an excellent tool to explore your options and increase your career knowledge.

How does the Informational Interview work?
The informational interview works best if it is done in person in the setting that you are interested in working (i.e., a hospital, investment bank, consulting firm, or nonprofit organization, etc.). However, it can also be done by telephone and Skype.

How do I set up an Informational Interview?
Many career counselors recommend a written request followed by a phone call. This professional and respectful approach can have a more favorable response. The letter serves as a preliminary introduction to help communicate your intention for information only. Remember, this is their first impression of you. Be formal and professional in your correspondence. You can approach your colleagues, department SAO, or your professional associations for UCLA connections.

Searching and Preparing
- Research the field, company, organization that you want to know more about. Consult with family, friends, faculty, coworkers, supervisors, UCLA Alumni (BruinWorks.com) to find people in the fields that interest you.
- Contact the person via email or phone.
- Arrange a convenient time for the contact to meet such as a lunch or a coffee break (30 minutes).
GATHERING INFORMATION ABOUT CAREER, JOBS, AND EMPLOYERS continued

- Be prepared to speak about yourself (major, interests, interest in the field, your experiences, etc.).
- Have a list of specific questions ready to ask (be mindful of the contact’s time and schedule).
- Bring a professional folder with a notepad inside, pen, and copies of your resume.
- **Do not ask for a job!** Your goal is to gather information, develop contacts, and discover potential opportunities.

**During the Informational Interview**
- For a face-to-face meeting, dress in professional attire.
- If you meet at the company’s site, ask contact for a tour.
- For email/phone, correspond, and speak professionally.
- Express your appreciation to them for taking the time to speak with you.
- Ask the questions you’ve prepared in advance (see samples that follow).
- Jot down notes.
- Be mindful of the time.
- Ask the contact for their card and if you can follow up with them in the future.

**Post Informational Interview**
- Within 24 hours, send the contact a thank-you card (preferred) or email.
- As you continue to explore, keep the contact updated about your progress.
- If you decide to pursue the field, ask the contact if they would be willing to review your resume and provide feedback.

**Potential Questions to Ask**
You should develop basic questions about the career field to fit your particular knowledge and experience level. Depending on the interest and willingness of your contact to talk, you may have an opportunity to ask more specific personal, company, and industry questions.

**Potential Questions to Ask**
(Based on your research, choose a few important/specific questions to keep within your meeting timeframe).
- What do you do as a ____________________?
- How did you get started? What was your path?
- What is your educational background?
- What do you find most/least satisfying about your job? Rewards? Challenges?
- What skills/qualities does it take to be successful in this field?
- What are the entry-level jobs in this field? What does the career ladder look like?
- What trends/developments do you see affecting career opportunities?
- Can you share advice with me on how to transition in this field?
- What is the “culture” of your company?
- Are there additional resources you suggest that I look into that would beneficial for me?
- Do you have suggestions of other people I can be referred to, to learn more?
- May I contact you in the future, should I have any more questions?

Visit the Career Center Library for books on this topic.
JOB SEARCH STRATEGIES AND TIPS

TEN TIPS FOR FINDING JOB OPPORTUNITIES

1. Know (generally) what you want and what you have to offer.

2. Create and practice your 30- to 60-second “pitch” which describes who you are, what you are seeking, what you can offer.

3. Identify employers—create a list of employers in your industry and review their websites. Do they recruit graduate students? Do they have special programs for recruiting graduate students?

4. UCLA resources: BruinView™, Employer Information Sessions, Career Fairs (review participating employers ahead of time on the career center website).

5. Network—tell people about your plans, talk to professionals, help others.

6. Review job search websites—use the keywords/search terms relevant to your interests.

7. Join professional associations—attend meetings, review their job board.

8. Review professional journals—stay up-to-date in your field; many companies advertise job openings.

9. Informational interviews—learn strategies, meet with professionals.

10. Review employment agencies and executive recruiters—specific to industries; you do not pay for this service.

People find jobs in all sorts of ways. Don’t be shy about letting people know you are looking for a position. Sharing your 30-second pitch will help them to know what you are looking for and allow them to refer you when opportunities arise. Do not depend on others to find you a job. Searching for a job is a full-time job. Be proactive.

Versatile PhD—This online resource helps graduate students identify and prepare for possible non-academic careers. It is mainly for humanities and social science graduate students, but other grad students can also benefit. UCLA graduate students have access to premium content which includes detailed profiles of interesting careers, career autobiographies by PhDs in various work settings, and resume and cover letters that are real and resulted in a PhD or ABD getting his or her first non-academic job!

career.ucla.edu/Students/PhDMastersCareerSvcs/Overview/uclaversatilephd.aspx

NON-ACADEMIC EMPLOYMENT RESOURCES

BruinView™ Listings
Thousands of current full-time career positions and internships available throughout Southern California and nationwide are advertised online exclusively for UCLA students and eligible alumni. You can tap into BruinView™ 24 hours a day. It’s fast, easy, and convenient. Employers from throughout greater Los Angeles and from UCLA academic and administrative departments also use BruinView™ to list hundreds of part time and seasonal employment opportunities each month.

BruinView™ On Campus Recruiting Program (OCR)
Many employers conduct interviews on campus with undergraduate and graduate students for entry level career opportunities, summer jobs, and internships. Positions are available in accounting, aerospace and defense, consulting, education, electronics, engineering, financial services, healthcare, high tech, manufacturing, marketing, retail management, sales, government, and other professions. Log on to career.ucla.edu for details.

Career Fairs
Our career fairs provide convenient one-stop shopping for positions with Fortune 500 corporations, as well as small and mid-size companies, non-profits, government, and school districts. Held several times throughout the school year, career fairs provide a wonderful opportunity to develop contacts with recruiters, explore new career options, and identify current full time positions, summer jobs, and internships. For participating employers, details, and updates, go to career.ucla.edu/CareerFairs.
NETWORK YOUR WAY TO A JOB

MANY PEOPLE USE the internet as their sole job search technique. Unfortunately, statistics show that only 10% to 20% of jobs are ever published—which means that 80% to 90% of jobs remain hidden in the job market. For this reason, networking remains the number one job search strategy.

NETWORKING DEFINED
A network is an interconnected group of supporters who serve as resources for your job search and ultimately for your career. Some great network contacts might include people you meet at business and social meetings who provide you with career information and advice. Students often hesitate to network because they feel awkward asking for help, but it should be an integral part of any job search.

Though you might feel nervous when approaching a potential contact, networking is a skill that develops with practice, so don't give up. Most people love to talk about themselves and their jobs and are willing to give realistic—and free—advice.

EIGHT KEYS TO NETWORKING

1. **Be Prepared** Define what information you need and what you are trying to accomplish by networking. Remember, your purpose in networking is to get to know people who can provide information regarding careers and leads. Some of the many benefits of networking include increased visibility within your field, propelling your professional development, finding suitable mentors, increasing your chances of advancement and perhaps finding your next job.

   Know yourself—your education, experience and skills. Practice a concise, one-minute presentation of yourself so that people will know the kinds of areas in which you are interested. Your networking meeting should include the following elements: introduction, self-overview, Q&A, obtaining referrals, and closing.

2. **Be Targeted** Identify your network. For some, “I don't have a network—I don't know anyone,” may be your first reaction. You can start by listing everyone you know who might be a potential prospect: family members, friends, faculty, neighbors, classmates, alumni, bosses, co-workers, and community associates. Attend meetings of organizations in your field of interest and get involved. You never know where you are going to meet someone who could lead you to your next job.

3. **Be Professional** Ask your networking prospects for advice—not for a job. Your networking meetings should be a source of career information, advice and contacts. Start off the encounter with a firm handshake, eye contact and a warm smile. Focus on asking for one thing at a time. Your contacts expect you to represent yourself with your best foot forward.

4. **Be Patient** Heena Noorani, research analyst with New York-based Thomson Financial, recommends avoiding the feeling of discouragement if networking does not provide immediate results or instant answers. She advises, “Be prepared for a slow down after you get started. Stay politely persistent with your leads and build momentum. Networking is like gardening: You do not plant the seed, then quickly harvest. Networking requires cultivation that takes time and effort for the process to pay off.”

5. **Be Focused on Quality—Not Quantity** In a large group setting, circulate and meet people, but don't try to talk to everyone. It's better to have a few meaningful conversations than 50 hasty introductions. Don't cling to people you already know; you're unlikely to build new contacts that way. If you are at a reception, be sure to wear a nametag and collect or exchange business cards so you can later connect the people you meet.

6. **Be Referral-Centered** The person you are networking with may not have a job opening, but he or she may know someone who is hiring. The key is to exchange information and then expand your network by obtaining additional referrals each time you meet someone new. Be sure to mention the person who referred you.

7. **Be Proactive** Stay organized and track your networking meetings. Keep a list of your contacts and update it frequently with the names of any leads given to you. Send a thank-you note or email if appropriate. Ask if you can follow-up the conversation with a phone call, or with a more in-depth meeting in the near future.

8. **Be Dedicated to Networking** Most importantly, networking should be ongoing. You will want to stay in touch with contacts over the long haul—not just when you need something. Make networking part of your long-term career plan.

Written by Thomas J. Denham, managing partner and career counselor of Careers in Transition LLC.

**QUESTIONS TO ASK DURING NETWORKING OPPORTUNITIES**

- What do you like most (least) about your work?
- Can you describe a typical workday or week?
- What type of education and experience do you need to remain successful in this field?
- How does your company view applications from graduate-level candidates?
- What are the future career opportunities in this field?
- What are the challenges in balancing work and personal life?
- Why do people enter/leave this field or company?
- Which companies have the best track record for promoting minorities?
- What advice would you give to someone trying to break into this field?
- With whom would you recommend I speak? When I call, may I use your name?
THERE ARE MANY WAYS of looking for a job and each method has its pros and cons. Present below are some of the most popular job search techniques. UCLA Career Counselors are available to help you with Job Search Strategies.

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<th>CHALLENGES</th>
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<tr>
<td>CAREER FAIRS</td>
<td>Opportunity to meet with a number of recruiters in person and in one location; Build networking contacts.</td>
<td>Not all fields and areas of study are equally represented; students with very specific career goals may benefit from seeking industry-specific fairs. Limited graduate-level recruitment.</td>
<td>Plan ahead and research companies attending; follow up to learn about opportunities in your area of interest.</td>
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<td>ON-CAMPUS INTERVIEWS</td>
<td>Primary way in which companies recruit for business and technical positions; employers are specifically seeking UCLA students for their positions.</td>
<td>Not all industries use on-campus interviewing as a recruitment strategy.</td>
<td>Check BruinView™ on a regular basis paying close attention to resume drop deadlines and interview sign-up schedules.</td>
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<td>BRUINVIEW™</td>
<td>Access to a wide variety of jobs posted by employers who are not coming on campus to interview.</td>
<td>Not all fields and areas of study are equally represented.</td>
<td>Check job postings regularly as they come in on a daily/weekly basis.</td>
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<tr>
<td>NETWORKING</td>
<td>One of the top job search strategies to identify potential job opportunities and learn more about a position, company, or industry.</td>
<td>It takes time and effort to build your network; requires skill in organizing contacts and following through on recommendations received.</td>
<td>Join student organizations relevant to your interests; Subscribe to relevant networking groups on LinkedIn; join the Career Center’s Facebook group and follow us on Twitter.</td>
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<td>TARGETED SEARCH</td>
<td>Allows you to be more proactive and take charge of your search, instead of waiting for companies to post positions.</td>
<td>Takes investment of time to research and tailor your resume/cover letter to organization and the position.</td>
<td>Use resources such as the UCLA Career Center Library and Career Lab, Chamber of Commerce, and employer directories.</td>
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<td>INTERNET</td>
<td>May help you identify types of positions available.</td>
<td>Overwhelming number of sites and positions to sift through; may not receive responses.</td>
<td>Check listing of recommended sites on career.ucla.edu/PhDMasters job search link.</td>
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<td>PROFESSIONAL ASSOCIATIONS</td>
<td>A source of networking information and career opportunities; build contacts with individuals who share you professions interests.</td>
<td>Entry-level positions for graduate students may be limited; may need to belong to association to access job postings.</td>
<td>Ask faculty to suggest professional associations to research; use Career Library resources to identify top associations.</td>
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<td>EXECUTIVE RECRUITERS/EMPLOYMENT AGENCIES</td>
<td>Helpful in identifying local businesses and employment opportunities.</td>
<td>Their client is the employer, not you, so will send multiple candidates. Never pay a fee—the employer pays this.</td>
<td>Research each agency before signing any contract; talk to others who have used employment agencies. Some agencies are industry specific.</td>
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Adapted with permission from Penn State Career Services studentaffairs.psu.edu/career/students/job_search.shtml#strategies
APPLICATION MATERIALS: RESUME, COVER LETTER, REFERENCES, THANK-YOU

RESUME
A resume is a bit different than a CV. The basic difference between a CV and a resume, besides the length, is that the CV represents all the work you have done, including research, publications, and presentations. The resume is directed to a specific employment position as a way for the employer to assess a match between your skills and their needs. The resume is limited to one page (sometimes two) and an employer spends only 30-45 seconds reviewing it. It is important for graduate students to determine if a resume or a CV is required.

It is essential to target your resume to the position. Yes, this means you may have more than one resume. All documents should be in formal business format with hard copies printed on resume paper. Resume paper (a special bond paper (20 lb., 24 lb., or 28 lb. weight) is available at office supply stores and the UCLA Bookstore.

RESUME FORMATS
There are three basic formats for resume preparation: chronological, functional, and combination. Your personal situation will determine which is best for you.

Chronological Format
Chronological resumes are the easiest to prepare and read, and the most commonly used. This format is a structured sequence of your education, experience, and skills listing the most recent first. Previous positions follow in reverse chronological order.

Functional Format
The functional format places less emphasis on the tasks performed in a specific job, and more emphasis on grouping skill sets pertinent to the job. Targeted skill sets might be reported as management, marketing, leadership, finance, and so on. The functional format is often used by job seekers who are making a drastic career change and want to emphasize their transferable skills.

The Combination Format
As the name implies, the combination format merges elements of both the functional and chronological resume. It stresses skills and capabilities, but adds positions, employers, and dates. The main advantage is that it shows the potential employer where and when you gained the skills you are highlighting. If you have a stable employment record, it is important to include a job history to help remove some of the doubts that often rise in the minds of employers reading functional resumes.

SECTIONS OF THE RESUME
Heading
At the top of the page, list your name, mailing address, email address, and a telephone or cell number.

Keep your outgoing messages and email address professional. Regularly check your messages!

Objective (optional)
When used, state your objective succinctly. Avoid lengthy, meaningless statements, such as "A challenging and rewarding assignment in a dynamic company that will use my exceptional managerial skills."

Summary of Qualifications
Graduate students are more likely to use this, particularly if they have several years of experience and/or technical skills they want to bring to the attention of prospective employers. The key word is "summary."

Education
List “Education” before “Experience”. As your career moves on, this will be the reverse.

List in reverse chronological order: Institution, location, degree/field of study, graduation or expected graduation date

Relevant Coursework (optional)
May be helpful to use when pursuing technical careers related specifically to the degree you are seeking. Select only the most pertinent coursework.

License/Certification/Credentials
Any license, certification, or credential that directly relates to the position would be listed here rather than the end.

Experience
Experience is anything that is paid or unpaid. You may choose to have more than one experience category, using titles that target the position and/or your strengths. Examples are: Related Experience, Teaching, Finance, Marketing, Computer Science, Writing, and so on. Use reverse chronological order within each section.

Skills
Some “skills” categories to consider (target the position requirements):
• Leadership
• Language
• Research
• Laboratory
• Communication
• Technical
• Interpersonal Skills
• Computer
APPLICATION MATERIALS: RESUME, COVER LETTER, REFERENCES, THANK-YOU

ADDITIONAL SECTIONS: HONORS/AWARDS, ACTIVITIES, RESEARCH, PUBLICATIONS

- List student organizations, professional associations and committees, indicating any offices held.
- University activities that show evidence of leadership, initiative, community involvement or the use of special skills may be listed under “Leadership.”
- Organize the information to highlight your greatest skills and achievements.
- Academic honors (Dean’s List, honor societies, and scholarships). If space is limited, include in “Education.”
- For anything else, simply create an appropriate heading in your resume so that it gets the attention it merits.

TIPS FOR CRAFTING YOUR RESUME

Proofread!
Check and double check to make sure the finished draft contains no mistakes in spelling, punctuation, and grammar.

Content
- Target the resume. Review the skills and qualifications that are required, and match with those that you have.
- Emphasize accomplishments and results that are most likely to increase your appeal as a job candidate.
- Use strong action verbs to describe tasks performed.
- Use a “bullet” format, listing one task or accomplishment per line.
- Use titles that are descriptive of your responsibilities; for example, “Accounting Clerk Intern” is much more descriptive than “Intern.”

Layout
Create margins no less that .5” and no larger than 1” on all sides. Leave sufficient white space to create an uncluttered, organized look. Be consistent in your use of indentations, capitalization, fonts, and spacing, underlining.

Paper
For hard copies, use resume paper: high-quality 8 1/2” x 11” bond in white or ivory, laser printed, on one side only.

If mailing, use envelopes that match. Available in office supply stores and the UCLA bookstore.

Length
Limit your resume length to one page—two at the most. Employers will not want to read more.

Appearance
Choose a standard, easy-to-read font (such as Arial, Calibri, Century Gothic, or Times) in a 10-12 point size.

Use bold or italicize words/bullet-points judiciously; computer-based resume scanning systems may have difficulty “reading” italicized fonts. No flashy graphics, ever.

COVER LETTER

Always send a cover letter with your resume, unless the instructions state specifically not to send one.

It is the opportunity to elaborate on a few of the skills and traits you have that fit the job. It is also a place to demonstrate your enthusiasm for the position.
- Target your message. What do you bring to the position that will benefit the employer?
- Relate your skills and experience to a specific position in a specific organization.
- Show how your credentials match the requirements of the job.
- Explain how these credentials can make a tangible contribution to a prospective employer.
- Incorporate information that reflects your knowledge of the company, its industry, and relevant issues.
- Follow standard business protocol.
- Use the same font and paper that you used for your resume.

REFERENCES

You do not generally list your references on your resume, nor do you include them in the application. Instead, type them on a separate sheet of paper, using the same heading as your resume, and take them along to the interview.

THANK-YOU LETTER

Always send one! After an interview, send a thank-you card, letter, or email. It is a professional courtesy and demonstrates your consideration, enthusiasm, and appreciation for the opportunity to interview. A brief, to-the-point letter can be effective and can sometimes be the difference between getting the job or not. Check the letter carefully for grammar and spelling, and make sure you have the interviewer’s name and title correct.
- Thank the interviewer for his or her time and interest in meeting with you and explaining the position.
- Emphasize the skills, strengths, and abilities you can bring to the job.
- Express your interest in the position.

Visit the Career Center Library for books on this topic.
RESUME TEMPLATE

Name
Home Address
Phone · Email

PROFILE/OBJECTIVE (OPTIONAL)

EDUCATION
PhD, Degree concentration date expected or received
University of California, Los Angeles

MA/MS. Degree, Major month/year
Institution, City, State

BA/BS Degree, Major (Minor) month/year
Institution, City, State

LICENSURE/CERTIFICATION
(List here, especially if relevant to position; e.g. CFA, MFT, CPA, teaching credential)

EXPERIENCE (List in reverse chronological order—In order to highlight types of experience, use separate categories)

Title, Institution, city, state dates
(List tasks, accomplishments using action verbs and bullet point format)

HONORS

AWARDS

ACTIVITIES

SKILLS
Computer
Laboratory (if applicable)
Technical (if applicable)
Language (List language and level of proficiency)

Note: Experience sections can also include Clinical, Supervisory, etc.—target to the job to which you are applying.
### EDUCATION

<table>
<thead>
<tr>
<th>University of California, Los Angeles</th>
<th>Expected June 20XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Fine Arts, Film and Television: Screenwriting</td>
<td></td>
</tr>
</tbody>
</table>

**Portfolio:** “Give title of work completed or in progress”

<table>
<thead>
<tr>
<th>University of California, Los Angeles</th>
<th>June 20XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts, English</td>
<td></td>
</tr>
</tbody>
</table>

### SCREENWRITING AWARDS

- Semi-Finalist, (Best Short Film), Malibu Film Festival, Title (drama), year
- Nominee (Best Short Film), Fabulous Film Festival, Title (drama), year
- Finalist, (Best Short Film), UCLA Student Competition, Title (comedy), year

### FEATURE FILM

| Title (comedy), year, your role (screenwriter, producer, director), notable screenings/film festival, (Production Company) |
|>Title (drama), year, your role (screenwriter, producer, director), (Production Company) |

### SHORT FILM

| Title (comedy), duration, year, your role (screenwriter, producer, director), (Production Company) |
|Title (drama), duration, year, your role (screenwriter, producer, director), (Production Company) |

### TELEVISION

| Title (action adventure), year, your role (screenwriter, producer, director), (Production Company) |
|Title (action adventure), year, your role (screenwriter, producer, director), (Production Company) |

### VIDEO

| Title (comedy), year, your role (screenwriter, producer, director), (Production Company) |

### ADDITIONAL HEADINGS: RADIO, FILM CREDITS, STAGE PLAYS

### IN DEVELOPMENT

| Title (comedy), short film, your role (screenwriter, producer, director) |

### WORK EXPERIENCE

<table>
<thead>
<tr>
<th>Production Assistant, Script Department, NBC Universal, Universal City, CA</th>
<th>dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist Voice over Coordinator with editing scripts and scheduling meetings with talent</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intern, Lionsgate Entertainment, Santa Monica, CA</th>
<th>dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read scripts and wrote coverage</td>
<td></td>
</tr>
<tr>
<td>Participated in brainstorming sessions</td>
<td></td>
</tr>
</tbody>
</table>

### TECHNICAL SKILLS:

- Avid, Final Cut Pro, Photoshop, Illustrator, MS Word, PowerPoint, Excel, Publisher
INTERNATIONAL STUDENT RESUME SAMPLE

PATRICIA BRUIN
31 ABC Avenue, Westwood, CA 90095 • 310-555-5555 • pbruin@ucla.edu

EDUCATION

MS, MATERIAL SCIENCE & ENGINEERING Expected June 2012
University of California, Los Angeles GPA: 3.7/4.0

Honors/Awards: UCLA Graduate Student Fellowship

- Used stochastic simulation techniques to gain new insights into polymer structure

Pursuing unique integrated approach to develop new molecular models better suited to designing optimal industrial processes.


BS, NATURAL SCIENCE AND CHEMICAL ENGINEERING June 2009
University of California, Irvine GPA: 3.4/4.0


INDUSTRY EXPERIENCE

BAXTER, BIOSCIENCE SUB-BUSINESS RESEARCH & DEVELOPMENT, Los Angeles, CA July 2009 - Present
Engineer Associate

- Performed engineering assignments including investigations, product impact assessments, and laboratory studies using Labview and MS Project to solve problems
- Removed a bottleneck to allowing doubling of a plant’s capacity which increased capital savings
- Wrote software for simulating complex distillation processes that was adopted throughout the department

AMGEN PHARMACEUTICALS, Thousand Oaks, CA Summer 2008
Research Assistant

- Assisted with designing a systematic method to raise glass transition temperature of vaccines
- Contributed to reduction of refrigeration costs by allowing a higher storage temperature for the vaccines.

UNITED STATES ATOMIC ENERGY AUTHORITY, Washington, DC Summer 2007
Engineer Intern

- Worked for fluid mechanics groups on technical consulting projects for the petroleum industry.
- Incorporated new algorithms into pipeline simulation modules and achieved tenfold increase in speed.
- Frequently delivered presentations to clients.

LEADERSHIP

Student Leaders/Co-Council of Material Scientists, UCLA President 2006 - Present

- Leader in this group of 200 students that promotes collaboration between five major research universities.
- Organized videoconferences to allow students to share research ideas.
- Planning summer retreat to further student collaboration.
- Investigating ways to promote science and technology in secondary schools and the community.

TECHNICAL SKILLS

Microscopy (Light and Electron), Advanced Characterization Techniques (XPS, AFM, EDX)

COMPUTER SKILLS

Mat-Lab, Access Databases (SQL), Labview, Auto-Card, SolidWorks, ANSYS Word, Excel, PowerPoint and MS Project

HONORS & AWARDS

Dean’s List
Recipient of Academic Scholarship; $4000- UCLA Department of Computer Engineering

LANGUAGE

Fluent in English, Chinese (Mandarin and Cantonese)
Proficient in French
# CURRICULUM VITAE (CV) VS. RESUME

**NOTE:** This is intended as a general guideline. There are enormous variations among fields. Please check with an advisor to be sure that you are using the standard in your academic field. A resource for sample CVs in various disciplines is The Curriculum Vitae Handbook by Rebecca Anthony and Gerald Roe (Rudi Publishing: Iowa City, 1994), available in the UCLA Career Library.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>CURRICULUM VITAE</th>
<th>RESUME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE IDENTITY</strong></td>
<td>Present a scholarly identity. A curriculum vitae includes a summary of your educational and academic backgrounds as well as teaching and research experience, publications, presentations, awards, honors, affiliations and other details.</td>
<td>Present a professional identity. A resume is a summary of your skills, experience, and education.</td>
</tr>
<tr>
<td><strong>LENGTH</strong></td>
<td>Two to three pages (can be many more for senior scholars/researchers).</td>
<td>One page (up to two, depending on years of experience).</td>
</tr>
<tr>
<td><strong>WHEN EACH IS USED</strong></td>
<td>Used primarily when applying for academic, education, scientific, or research positions. It is also applicable when applying for fellowships or grants.</td>
<td>Used as an application to target a specific job posting, internship, or part-time opportunity.</td>
</tr>
<tr>
<td><strong>CONTENT</strong></td>
<td>List everything related to your accomplishments in academia: educational and academic backgrounds as well as teaching and research experience, publications, presentations, awards, honors, affiliations and other details.</td>
<td>List that which is relevant to your qualifications for the position: education, employment history, experience and skills. The goal of a resume is to get an interview.</td>
</tr>
<tr>
<td><strong>FONT</strong></td>
<td>12 point font.</td>
<td>10 - 12 point font.</td>
</tr>
<tr>
<td><strong>MARGINS</strong></td>
<td>1” on all sides.</td>
<td>.5” to 1” on all sides.</td>
</tr>
<tr>
<td><strong>NAME</strong></td>
<td>Place at top, centered.</td>
<td>Place at top, centered—left or right justified also acceptable</td>
</tr>
<tr>
<td><strong>HEADING</strong></td>
<td>Write “Curriculum Vitae” at top, either above or below name—typical for humanities/social sciences. Not written for science, math, economics, or any technical fields.</td>
<td>Never write &quot;Resume.&quot;</td>
</tr>
<tr>
<td><strong>DATE</strong></td>
<td>Optional listing. Place under the words “Curriculum Vitae”, or can be noted at the end of the CV.</td>
<td>Never listed.</td>
</tr>
<tr>
<td><strong>ADDRESS</strong></td>
<td>List both institution and home.</td>
<td>List home (ok to list permanent and current addresses).</td>
</tr>
<tr>
<td><strong>PERSONAL INFORMATION</strong></td>
<td>Address, phone, email are the only personal information to be listed. The following is never included on a CV in the United States: birthdate/age, marital status, birthplace, citizenship, race, or a photograph.</td>
<td>Address, phone, email are the only personal information to be listed. The following is never included on a Resume in the US: birthdate/age, marital status, birthplace, citizenship, race, or a photograph.</td>
</tr>
<tr>
<td><strong>EDUCATION</strong></td>
<td>Always listed first. List degree first, then the institution. List dissertation/thesis title.</td>
<td>List first when education is recent and/or it pertains specifically to the position. Experience would be listed first if you have years of work experience that surpasses education in relevance.</td>
</tr>
<tr>
<td><strong>LICENSURE/CERTIFICATION</strong></td>
<td>List when applicable to career field.</td>
<td>List when applicable to career field.</td>
</tr>
</tbody>
</table>
### CURRICULUM VITAE (CV) VS. RESUME

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>CURRICULUM VITAE</th>
<th>RESUME</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESEARCH INTERESTS</td>
<td>Briefly list topics of interest. (e.g., cognitive development, affective decision-making, cultural differences in cognitive development)</td>
<td>Not included in a resume.</td>
</tr>
<tr>
<td>EXPERIENCE SECTION</td>
<td>Research is listed first for tenure track positions. With adjunct positions, more flexibility to put Teaching first.</td>
<td>Target the resume to the position—therefore, the most relevant experience is listed first, whether it is Teaching, Research, Clinical, or Industry.</td>
</tr>
<tr>
<td>RESEARCH EXPERIENCE</td>
<td>List position, lab, location, and dates, with bullet points to detail duties and accomplishments. Include name of supervisor and/or PI.</td>
<td>List position, laboratory, location, and dates with bullet points to detail duties and accomplishments.</td>
</tr>
<tr>
<td>TEACHING EXPERIENCE</td>
<td>List your title (Lecturer, TA,) and course title, but no course number. Do not list duties or description unless you have designed and/or sole-taught the course.</td>
<td>List your title and course title, but no course number. Use bullet points to list duties and accomplishments.</td>
</tr>
<tr>
<td>PUBLICATIONS</td>
<td>List all publication using the appropriate citation style from your field of study (APA, MLA, or Chicago).</td>
<td>Optional section. If you list any, select only a few of the most relevant (with appropriate citations).</td>
</tr>
<tr>
<td>FELLOWSHIPS</td>
<td>List separately, or with Honors/Awards. List vertically.</td>
<td>Include with “Honors/Awards.” List horizontally.</td>
</tr>
<tr>
<td>HONORS/AWARDS</td>
<td>List vertically.</td>
<td>List horizontally.</td>
</tr>
<tr>
<td>LANGUAGES</td>
<td>List vertically, with proficiency in reading, writing, and speaking.</td>
<td>List in separate section or within Skills section—can list horizontally which saves space.</td>
</tr>
<tr>
<td>SKILLS</td>
<td>List skills pertinent to field: computer, laboratory, technical, statistical databases, etc.</td>
<td>List skills pertinent to field: computer, laboratory, technical, statistical databases, etc.</td>
</tr>
<tr>
<td>PROFESSIONAL AFFILIATIONS</td>
<td>List vertically.</td>
<td>Include if the affiliations are pertinent to the position.</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>List vertically with name, title, address, phone, and email. (Jane Smith, PhD or Jane Smith, MD, not Dr. Jane Smith.)</td>
<td>Not listed on resume—use a separate sheet and submit only when requested.</td>
</tr>
<tr>
<td>HEADINGS CAN BE ADDED BASED UPON YOUR UNIQUE EXPERIENCES AND BACKGROUND</td>
<td>Examples of additional HEADINGS may include: Invited Talks, Conferences, Media Coverage, Department/University Service (committees), Extracurricular Activities (student groups), Community Involvement, etc.</td>
<td>HEADINGS are generally targeted to a specific job in order to highlight that you have the experience the employer seeks. Examples of additional HEADINGS may include: Management Experience, Leadership Experience, Writing Experience, Publishing Experience, Sales Experience, etc.</td>
</tr>
</tbody>
</table>

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**Examples of additional HEADINGS include:**
- Invited Talks, Conferences, Media Coverage, Department/University Service (committees), Extracurricular Activities (student groups), Community Involvement, etc.
SALLY BRUIN  
1234 Rose Avenue, Long Beach, CA 90002, (562) 555-1234 sbruin@ucla.net  
(Academic contact information not needed)

OBJECTIVE  
Seeking a position as a program coordinator for a private foundation specializing in adolescent education and development. 

The Objective section (which is optional) should be a clear and concise statement identifying your desired position or targeted industry. Typically this statement is tailored toward the specific position or employer you are targeting.

EDUCATION  
Ph.D., Developmental Psychology, University of California, Los Angeles, Expected June 2013  
MA, Developmental Psychology, University of California, Los Angeles, June 2008  
BA, Psychology, University of Pennsylvania, December 2002

LICENSE/CERTIFICATION (if applicable)

SUMMARY OF SKILLS  
This section allows you to highlight the specific transferable skills that are most relevant to the target job.

- Project Design and Development
- Fellowship and Grant Writing
- Data Tracking and Statistics
- Assessment and Evaluation
- Coordination of Child Services
- Conversational Spanish
- Project Supervision
- Diversity Awareness
- SPSS, Excel, Word, PowerPoint, WordPress

PROFESSIONAL EXPERIENCE  

Program Evaluator  
University of California, Los Angeles, June 2010 – Present  
• Evaluate content, programming, and accessibility of after-school programs  
• Interview participating students to assess program effectiveness  
• Facilitate communication between program administrators, parents, and students  
• Initiated a data tracking system that increased funding opportunities for programs  
• Devise solutions for increasing program accessibility for diverse student populations  
• Present findings and recommendations for strategic planning and development

Project Coordinator/Supervisor  
University of California, Los Angeles, August 2008 – July 2009  
• Consulted with area high school students and staff to identify needs  
• Oversaw the development of school-based programming for urban adolescents  
• Supervised and trained a group of undergraduate students in program implementation

Psychological Evaluator  
Santa Monica Child Guidance Center, Santa Monica, CA, August 2007 – July 2008  
• Assessed children, adolescents, and mothers for diagnosis and treatment  
• Coordinated treatment planning meetings with families, teachers, and staff  
• Prepared written reports for treatment and insurance providers

GRANT WRITING EXPERIENCE  
• Awarded three grants for child and adolescent development research

PROFESSIONAL ASSOCIATIONS  
American Psychological Association of Graduate Students  
American Psychological Association, Child, Youth, Family Services Division  
Association for Psychological Science

The Program Evaluator, Project Coordinator/Supervisor, and Psychological Evaluator positions were drawn from the dissertation research, supervisory, and clinical experience sections of the CV respectively. Note the changes in emphasis from an academic to an applied context. For example, Sally’s statistical knowledge is presented as a tool for generating funding. Her research skills are presented as tools for communication, program development, and strategic planning.
SAMPLE LIST OF REFERENCES

Roger Bruin
501 Westwood Plaza · Los Angeles, CA 90095 · 310.555.5555 · rbruin@ucla.net

REFERENCE LIST

Mr. Samuel Rivers
Director, Big Brothers Big Sisters of LA
800 South Figueroa St. Suite 620
Los Angeles, CA 90017
(310) 555-5555
sr@bbbslaie.org
Relationship: Supervisor

Ms. Brenda Smith
Owner, Market Café
1111 Montana Ave.
Santa Monica, CA 90403
(310) 999-9999
bsmith@market.net
Relationship: Employer

Dr. Sally Wonder
English Professor, University of California, Los Angeles
158 Humanities Building
Los Angeles, CA 90095
(310) 555-5555
wonder@ucla.net
Relationship: Professor

Use the same heading as your resume to create a “letterhead” for your documents
June 12, 2012

Dr. Steven Koblik
President
The Huntington Library, Art Collections, and Botanical Gardens
1151 Oxford Road
San Marino, CA 91108

Dear Dr. Koblik,

I am submitting my resume for the position of Director of Education at The Huntington Library, Art Collections, and Botanical Gardens that was posted on your website. I am delighted to find this opportunity that would allow me to contribute my experience in both education and art history to the success of the Huntington Library. I will complete my PhD in Art History from UCLA this summer. I have both a Master’s Degree in Education and a California Teaching Credential. I taught European History for many years before I decided to pursue my passion and continue my studies in European Art History.

As an educator for eight years, I have a strong understanding of the California's primary and secondary education system. In my role as a high school AP European History Teacher, I managed multiple course sections with over 50 students in each section. In addition, I organized all student field trips, including details for transportation, scheduling, student protocols and all the educational requirements of the program. In addition, I have worked with faculty and staff in coordinating the community volunteer programs in which over 400 students participated on a yearly basis. I have been the Team Leader for two accreditation cycles.

During my doctoral studies, I have been immersed in the study of European Art History. In fact, I am very familiar with the Huntington Library as I have visited a number of times to view the 18th and 19th century British and French Artwork that are displayed in the facility. My doctoral thesis, Thornhill: Baroque and a Continent was a study of this British Master’s approach to applying European formulas to wall and ceiling painting. This study instilled in me a great appreciation for his innovation and work. As a very enthusiastic supporter of all art, I am equally enthusiastic in developing opportunities for others to share and learn in this field. As you see from my resume, I have published a number of articles, as well as a chapter in an academic publication. As someone with a lot of energy, I have also balanced by academic responsibilities with my volunteer work as a docent at LACMA.

Thank you for your time in reviewing my resume. I hope that you will find the combination of my work experience in teaching and my academic pursuits and related accomplishments to meet the requirements of this position. As I complete my studies this summer, my availability to begin in the position would meet the requirements of September 1, 2012. I look forward to hearing from you at your earliest convenience.

Sincerely,

Roger Bruin

Roger Bruin

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**JOB DESCRIPTION**

The Huntington Library, Art Collections, and Botanical Gardens, a collections-based research and educational institution, seeks to appoint a new Nadine and Robert A. Skotheim Director of Education. The Director is responsible for The Huntington’s extensive educational programs, with responsibility for the management and administration of a team of ten full-time employees and nine part-time employees. In addition, the Director oversees the training and management of The Huntington’s 1,070 volunteers, including its 550 docents who perform vital services in every area of the institution.

The Director serves as a member of the President’s Senior Staff, which works as a team to advise the President of The Huntington on the management of the institution. The Director also acts as the senior staff representative on the Overseers’ Committee on Education and Volunteers and works directly with The Huntington’s governing boards.

Applicants should have extensive experience in the field of education, and preferably have an advanced degree in an academic discipline. Administrative experience and knowledge of California’s primary and secondary education system are highly desired. The successful candidate will have high energy, excellent communication skills, a collaborative management style, a good sense of humor, and be highly creative. The position is open as of September 1, 2012, but the starting date for the successful applicant is flexible.
**DON’T UNDERESTIMATE THE IMPORTANCE** of the job interview. But there’s no need to get butterflies or sweaty palms if you’re prepared to effectively package and present your skills and abilities, work and volunteer experiences, academic accomplishments, and career interests. The pointers in this chapter will help you plan, prepare, and practice for a great interview.

**INTERVIEWING**

**THE PURPOSE OF AN INTERVIEW** is to determine whether you are right for the job—and whether the job is right for you.

The job interview is a two-way exchange of information between you and a prospective employer. Equally important, the interview also provides an opportunity to ask pivotal questions about the organization and the position. This will help you decide if there is a good match between your qualifications, career goals, and the position for which you’re interviewing.

**What Employers Want to Know**
- Do you know who the company is and what they do?
- Why do you want to work for them?
- Can you tell them why they should hire you?
- Are you enthusiastic about working there?

Ultimately, you need to articulate the answers to these questions in a way that persuades them you are the perfect candidate. This takes preparation, and practice!

**THE CARR METHOD**
Create a list of your skills and accomplishments with examples that demonstrate them. Relate these to the job requirements. Practice describing this out loud. A tool to help you structure this is often called the CARR method.

This method allows you to frame your responses in an organized way.

**Context:** Workplace environment, employees, etc.

**Action:** Explain your actions, framed in the context of the situation.

**Result:** Explain the result and its benefit.

**Relate:** Connect your experience with the desired qualities to the job requirements.

The “CARR Worksheet” is available for download at [ucla.in/pNHnj4](http://ucla.in/pNHnj4).

**Mock Interviews**
Available at the UCLA Career Center. Following this one-on-one practice session, a career counselor will critique your performance and offer suggestions on ways to improve your presentation and communication skills.

Please register at [BruinView™](http://bruinview.ucla.edu).

**Practice, Practice, Practice!**
BEFORE THE INTERVIEW

KNOW YOURSELF
Think of yourself as the marketing representative for a very unique product. Before your “sales call,” you must be able to offer convincing proof that you are the person best qualified for the position. Clearly defined self-knowledge will help you answer the interviewer’s questions about your career goals and where you see yourself within the organization.

KNOW THE TYPE OF INTERVIEW
There are three main types of interviews: the resume-based interview, the case interview, and the behavior-based interview. Each has its own particular format and knowing the format ahead of time will allow you to be better prepared. More information on interviews follows in this chapter. Additional resources can be found in the Career Center Library.

KNOW THE INDUSTRY, ORGANIZATION, AND POSITION
Candidates who know the employer’s business and the requirements of the position are the ones most likely to make it to the next round of interviews.

INDUSTRY RESEARCH
Industry research helps you understand typical career paths, identify appropriate-level positions, and gather information about salaries and working conditions in your field of interest. It also helps you get to know the competition, rank, and reputation of different companies in the field.

COMPANY RESEARCH
Company research will help you prepare appropriate points to emphasize and questions to ask. It will also give you a head start in responding to such interview questions as: “What do you know about our company?” and “Why are you interested in working for this company?”

TAKE A TEST DRIVE
If possible, take your test commute at about the same time of day you would be traveling on the day of the interview and note the time it takes to get there. On the day of the interview, arrive at your destination 10 to 15 minutes early.

KNOW WHERE TO PARK
Contact the company in advance and get specific instructions on where to park and procedures to follow. Bring money/change for parking, just in case. For larger firms, parking in the building can be expensive so they often validate. It is fine to ask about this.

WHAT TO WEAR
As a general rule of thumb, your interview attire should be professional, equivalent to that worn by senior managers when they meet with their best clients. Unless they specify that you should dress casually for the interview, you can’t go wrong “dressing up” for the occasion in business attire, a conservative style and color.
ADVISE FROM THE EXPERTS
INTERVIEWING TIPS FROM ON-CAMPUS RECRUITERS

Research organizations in advance of interviews—Since most on-campus interviews are relatively short, it is important that you use this time to sell yourself to an employer. Don’t waste this opportunity by spending too much time on issues that could have been answered by reviewing the company’s website. Displaying your knowledge about a potential employer will greatly enhance your chances of interview success.

Define your career goals and the opportunities you want—One of the keys to making a successful sale is product knowledge. In the case of job interviews, that product is you. You need to perform a thorough self-evaluation well in advance of your interviews. Know what your strengths, weaknesses, skills and abilities are and be prepared to discuss them during the interview.

Be enthusiastic and sincere during your interviews—It is important for you to convey a genuine sense of interest during the interview. You must appear eager and flexible, but not too rehearsed. Don’t fixate on being nervous. Even seasoned pros can have the “interview jitters.” Above all, never be late for an interview appointment.

Be honest—Don’t claim interest in an employer if you really do not intend to work for that organization. Don’t lie on your resume or during the interview. While you should never draw attention to your weaknesses, don’t attempt to hide a shortcoming by being untruthful. Learn how to deal with perceived (or real) weaknesses before your interviews by talking to a campus career services professional and/or reading books on job interviewing techniques.

Be realistic—Carefully evaluate what an employer has to offer you…and what you have to offer the employer. Don’t accept a position that isn’t suited to you “just because you need a job.” Although most entry-level salaries have been on the rise, do not set your starting salary expectations too high. If a starting salary seems inordinately low, but is for a position that you really want, you might be able to arrange for an early salary review.

Some of this material is adapted from Recruiting Trends by L. Patrick Scheetz, Ph.D., Collegiate Employment Research Institute. © Michigan State University.

DAY OF THE INTERVIEW

WHEN YOU ARRIVE
• Arrive 10-15 minutes early, turn off your phone.
• Check in with the receptionist. Be friendly and polite to everyone you meet.
• While you are waiting, relax by looking at company literature or magazines. Do not use your phone.
• Greet the interviewer with a smile and a firm handshake. Maintain good eye contact and demonstrate your enthusiasm.

Having questions that have been well thought out in advance will impress the interviewer. A few examples…
• How does this position fit into the overall organizational structure?
• What percentage of time would be devoted to each of the responsibilities of the position?
• What challenges or opportunities are associated with the position?
• What is the nature of the training program and supervision provided to new employees?
• How does the company measure performance? When are evaluations scheduled?
• What are the backgrounds of other employees I would be working with in this position?

• What is the management style and corporate culture?
• What are the characteristics of your most outstanding employees in a similar position?

Do not ask questions that deal with salary, vacation, and other benefits. If a follow-up interview takes place, there will be ample time to discuss these issues.

TYPICAL QUESTIONS EMPLOYERS ASK CANDIDATES
• What can you tell me about our company, our products, and our mission statement?
• What do you know about the position I’m interviewing you for?
• What do you consider to be your greatest strengths? Your weaknesses?
• Describe what you would consider to be the ideal job.
• In what significant ways do you think you can contribute to our organization?
• Why should we hire you instead of another candidate?
• Do you have anything else you’d like to tell me?
INTERVIEW SETTINGS

ON-SITE INTERVIEWS
The on-site visit may be your first contact with the prospective employer, or it may be the final step in the selection process. The on-site interview gives you a chance to tour the facility, interact with staff at all levels, learn more about the organization’s products and services, and experience the work environment and its employees. Your initial on-site interview will generally last 45 minutes to one hour. If things are going well, it may last several hours. It is not uncommon for follow-up interviews for entry-level jobs to consume an entire day. An important point to keep in mind is scheduling. Do not schedule more than two initial interviews in one day—one in the morning and one in the mid afternoon. When you receive an invitation to a follow up interview, try to clear your schedule for the entire day so that you do not have to cut short your opportunity to present your qualifications and obtain a job offer.

VIDEO CONFERENCE INTERVIEWS
This pre-screening technique is used primarily to interview cross-country candidates by organizations that are looking for cost-effective ways to recruit. It may also be used for localized searches. The video conference interview falls into two types. In either case, video conference interviewing contains the challenges of the telephone interview without any of its advantages. You need to make a special effort to ensure that your enthusiasm and your warmth are projected to the interviewers.

Type 1—You will be asked to report to the office of an independent vendor that specializes in contracting out its video conference facilities to corporate customers. The facilities and technology can be rather elaborate, and you may be interviewed by a “professional interviewer” who will ask pre-determined questions. A video recording of your interview is then turned over to the organization that is interested in your qualifications.

Type 2—In other circumstances, you may be invited to a company’s branch office or to a facility with a less sophisticated set up. The video conference equipment may consist of a PC, a slow scan camera, and a microphone. In this setting, you will usually be interviewed by someone in the company’s human resources department or another staff member.

TELEPHONE INTERVIEW
The telephone interview is a pre-screening technique often used by employers who neither have the time nor budget to meet face-to-face with each candidate during the preliminary stages of the selection process. If the interviewer decides there is a fit worth pursuing, a face-to-face interview will follow. Sometimes the recruiter will call ahead and schedule the telephone interview for a specific time in the future. Other times, the caller will jump right into the interview without giving you advance notice. Do not take the telephone interview lightly. Be prepared to present your best background and qualifications.

TYPES OF INTERVIEWS

THERE ARE THREE MAIN TYPES of interviews: the resume-based interview, the case interview, and the behavior-based interview. It’s not unusual for an interviewer to “mix and match” various combinations of these techniques during the course of your interview.

THE RESUME-BASED INTERVIEW
The interviewer using this “question-and-answer” technique will seek to confirm your qualifications by asking you to describe in greater detail the experiences summarized on your resume. Currently, this is the most widely used method of interviewing by most companies and organizations.

Preparation Tips
• Review your Resume: Write out and rehearse the details surrounding each item on your resume.
• Be prepared to describe in detail how a particular accomplishment or experience translates to a benefit to the employer’s organization and the position you have applied for.

THE CASE INTERVIEW
The interviewer will present you with a complex problem involving issues or situations that are not likely to be familiar. You will be asked to formulate a solution to the problem under tight time constraints.
Methods of presenting the case study can range from formal written documents containing considerable information to brief oral descriptions of the problem accompanied by little guidance or information. In either extreme, the interviewer will be looking for these qualities:

- Demonstrated enthusiasm for solving complex problems.
- Use of a structured, hypothesis-driven approach.
- Logical thought process and analytical rigor.
- Ability to synthesize information and draw analogies.
- Creativity accompanied by common sense and good business instinct.
- Comfort with drawing conclusions in the face of ambiguity and uncertainty.

**Preparation Tips**

- Figure out in advance what approach works best for you in analyzing ambiguous and complex issues. Then practice using this technique until it becomes second nature. Remember, there is seldom a single right answer.
- Demonstrating enthusiasm, logical and analytical thought processes, and comfort with ambiguity are your primary goals in case interviewing.

**Case Interview Resources**

The UCLA Career Center Library has a number of resources available to help students prepare for case interviews. Visit the library, Monday-Friday 9am-5pm to review the Vault Guide to Case Interviews, Case in Point, and Consulting For Ph.D.s, Lawyers, And Doctors books.

**THE BEHAVIORAL INTERVIEW**

Behavior-based interviewing is currently popular with a growing number of employers and builds upon the basic premise that future performance is best predicted by past behavior. The interviewer will cite an experience, skill, or attribute that the company looks for in its employees and will ask you to describe a specific time that you demonstrated that characteristic. The key word is “specific.” A person well trained in this interviewing technique will not let you get away with a general or vague answer. Compared to a traditional interview, the behavioral interview is much more structured and probing. Its focus is on “real life” experiences and actions. A typical line of questioning might be: “Tell me about a time when you...?”

**Preparation Tips**

- Mock Interviews and The CARR Method covered on page 40 are the best preparation for the behavioral interview.

**AFTER YOU HAVE FINISHED** your questions, you will probably hear a comment similar to, “Well, if you don’t have anything else, that should be all for today. Thanks for coming.” This is an opportune time to make a strong close by summarizing your qualifications and expressing your interest in the position. Be sure to get a business card from the interviewer so you can send a thank-you note the next day.

Before leaving the interview, be certain you understand the next step. Will the interviewer contact you? Will you make the next move? It is appropriate for you to take the initiative to set a time frame for getting a response.

**THANK-YOU LETTER**

Always send a thank-you letter following an interview. It is a professional courtesy and demonstrates your consideration, enthusiasm, and appreciation for the opportunity to interview. A brief, to-the-point letter can still be effective and can sometimes be the difference between getting the job or not. Check the letter carefully for grammar and spelling, and make sure you have the interviewer’s name and title correct.

- Thank the interviewer for his or her time and interest in meeting with you and explaining the position.
- Emphasize the skills, strengths, and abilities you can bring to the job.
- Express your interest in the position.

See the Sample Thank-You Letter on the next page.
William Smith
123 Main Street, #100, Los Angeles, CA 99999, (555) 555-5555  wsmith@ucla.net

June 27, 2013

Ms. Joanna Company
Human Resources
WM Investments
12345 Santa Monica Blvd., Sixteenth Floor
Los Angeles, CA 90067

Dear Ms. Company,

I want to thank you for giving me the opportunity to meet with you and discuss the financial analyst position. I enjoyed speaking with you and learning more about WM Investments, the department, and the position.

My enthusiasm for the position and interest in working for WM Investments has been greatly strengthened as a result of our interview. As I mentioned, I have been drawn to the field of investments long before my academic program began. I hope that my skills, experience, and enthusiasm reflect what you seek in a candidate. I am certain that my strong work ethic will support your staff and clients alike. I am confident that my academic background and work experience provide a good fit with the requirements of the job.

If there is any additional information you need, please contact me at the email and/or phone listed above. I look forward to hearing from you. Thank you again for the interview and for your consideration.

Sincerely,

William Smith

William Smith
POST-DOCTORAL FELLOWSHIPS

ACCORDING TO the National Postdoctoral Association, “A postdoctoral scholar (“post-doc”) is an individual holding a doctoral degree who is engaged in a temporary period of mentored research and/or scholarly training for the purpose of acquiring the professional skills needed to pursue a career path of his or her choosing.” While holding the post-doc position, you have the opportunity to focus on your research without having the added responsibilities of teaching or participating in university committees and governance. As you develop additional research and technical skills, you advance your own research, publish your findings, and begin to establish your own academic credentials.

The question of whether or not to pursue a Post-Doctoral Fellowship is based on your academic discipline, your career goals, and your life goals. Speak to mentors, professors, colleagues, current and former post-doc fellows, and investigate potential opportunities. Pursuing a post-doc can be a strong first career step after your degree. Many academic and non-academic employers (consulting, industry, government, non-profits,) value the publications and skills that you gain with a post-doctoral fellowship.

DECIDING/SELECTING

WHEN DECIDING ON WHETHER TO DO A POST-DOC, ASK:
• What do you ultimately want to do in your career?
• Is the post-doc a requirement?
• What type of post-doc will best prepare you for your career?
• What personal or life circumstances need to be considered?

Pros
• Further your own research
• Can devote 100% time to research
• Flexibility to attend conferences
• Manage own research funds
• Flexible work schedule
• Acquire additional research and technical skills
• Required for many faculty positions (higher starting pay)

Cons
• No job description/structure
• Lasts 1-5 years
• Low pay/postpone earnings
• Unreasonable demands/admin tasks
• Relocating
• No guarantee of academic position

WHEN SELECTING THE POSITION AS A POST-DOC, ASK THE FOLLOWING:
• Amount of freedom to pursue your research?
• Time available to develop papers for your dissertation.
• Is time frame reasonable to complete and publish research?
• Confirm roles and responsibilities of the position.
• Confirm you have no other responsibilities (teaching, etc.).
• Are you encouraged/required to attend seminars?
• How involved is the Principle Investigator?
• Will you be part of a research team?
• Will you be conducting analysis for your PI?
• Are you expected to only work on your dissertation in evening and weekends?
• Is your PI open to the idea of an alternative career?

DISCOVER OPPORTUNITIES
Mentors/Professors
Conferences
Newsletters
Websites
Listserv
Professional Association/Publications
WHERE TO SEARCH FOR POST-DOC OPPORTUNITIES

**FIND A POST DOC**
www.findapostdoc.com

**HIGHER EDUCATION JOBS**
higheredjobs.com

**PHDs.ORG**
www.phds.org

**NATIONAL POSTDOC ASSOCIATION**
www.nationalpostdoc.org

**SCIENCECAREERS.ORG**
sciencecareers.sciencemag.org

**POSTDOCJOBS.COM**
www.postdocjobs.com

**THE CHRONICLE OF HIGHER EDUCATION’S CAREER NETWORK**
chronicle.com/jobs
The **UCLA Graduate Student Career Guide** was compiled and edited by Sheila Benko, MS, Career Counselor, UCLA Career Center, and the staff of the UCLA Career Center.