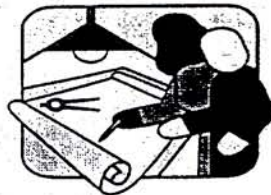
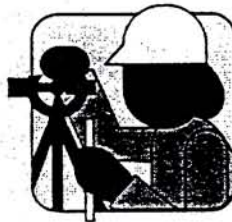
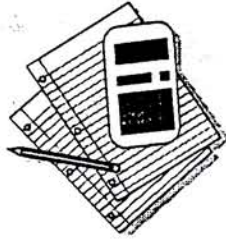


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#5 Skills Identification

administering programs
advising people
analyzing data
appraising services
arranging functions
auditing financial records
budgeting expenses
calculating numerical data
checking for accuracy
classifying records
coaching individuals
compiling statistics
confronting other people
constructing buildings
coordinating events
corresponding with others
counseling people
creating new ideas
deciding uses of resources
delegating responsibility
designing systems
dispensing information
displaying artistic ideas
distributing projects
dramatizing ideas or problems
editing publications
enduring long hours
entertaining people
estimating physical space
evaluating programs
exhibiting plans
expressing feelings
finding information
handling complaints
handling detail work
imagining new solutions
initiating with strangers
inspecting physical objects
interviewing people
inventing new ideas
investigating problems



listening to others
locating information
managing an organization
measuring boundaries
mediating between people
meeting the public
monitoring progress of others
motivating others
negotiating contracts
operating equipment
organizing people and tasks
persuading others
planning agendas
preparing materials
printing by hand
processing interactions
programming computers
promoting events
questioning others
raising funds
reading volumes of materials
recording scientific data
recruiting people for projects
remembering information
repairing mechanical devices
researching
reviewing programs
running meetings
selling products
setting up demonstrations
sketching charts or diagrams
speaking in public
supervising others
teaching classes
tolerating interruptions
updating files
visualizing new formats
working with precision
writing clear reports
writing for publication



The checklist below will help you identify some of your personal characteristics. Many of these characteristics could be useful to you in a job and in your search for a job.

As you read through the list, put a check mark next to each word which describes you. Then look again at the words you've checked and circle those which seem most relevant to your career plans.

Checklist of Personal Strengths

You may want to use these words on your resume, in a cover letter or for describing yourself in an interview. To help you in an interview, pick three qualities and cite a life experience which exemplifies those qualities.

- | | | | | |
|---------------------------------------------|----------------------------------------------|-------------------------------------------|-------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> academic | <input type="checkbox"/> DARING | <input type="checkbox"/> imaginative | <input type="checkbox"/> poised | <input type="checkbox"/> <i>spry</i> |
| <input type="checkbox"/> accomplished | <input type="checkbox"/> decisive | <input type="checkbox"/> independent | <input type="checkbox"/> polite | <input type="checkbox"/> stable |
| <input type="checkbox"/> accountable | <input type="checkbox"/> deliberate | <input type="checkbox"/> individualistic | <input type="checkbox"/> practical | <input type="checkbox"/> steady |
| <input type="checkbox"/> accurate | <input type="checkbox"/> <i>democratic</i> | <input type="checkbox"/> industrious | <input type="checkbox"/> precise | <input type="checkbox"/> strong |
| <input type="checkbox"/> adaptable | <input type="checkbox"/> dependable | <input type="checkbox"/> informed | <input type="checkbox"/> prepared | <input type="checkbox"/> <i>sympathetic</i> |
| <input type="checkbox"/> <i>adventurous</i> | <input type="checkbox"/> DETERMINED | <input type="checkbox"/> INFORMAL | <input type="checkbox"/> professional | <input type="checkbox"/> tactful |
| <input type="checkbox"/> affectionate | <input type="checkbox"/> DIGNIFIED | <input type="checkbox"/> <i>ingenuous</i> | <input type="checkbox"/> progressive | <input type="checkbox"/> talented |
| <input type="checkbox"/> aggressive | <input type="checkbox"/> diligent | <input type="checkbox"/> INTELLECTUAL | <input type="checkbox"/> proficient | <input type="checkbox"/> teachable |
| <input type="checkbox"/> ALERT | <input type="checkbox"/> DISCREET | <input type="checkbox"/> intelligent | <input type="checkbox"/> prudent | <input type="checkbox"/> technical |
| <input type="checkbox"/> AMBITIOUS | <input type="checkbox"/> DISCIPLINED | <input type="checkbox"/> inventive | <input type="checkbox"/> productive | <input type="checkbox"/> TENACIOUS |
| <input type="checkbox"/> articulate | <input type="checkbox"/> dominant | <input type="checkbox"/> kind | <input type="checkbox"/> punctual | <input type="checkbox"/> THOROUGH |
| <input type="checkbox"/> artistic | <input type="checkbox"/> <i>ENTER</i> | <input type="checkbox"/> leisurely | <input type="checkbox"/> purposeful | <input type="checkbox"/> thoughtful |
| <input type="checkbox"/> assertive | <input type="checkbox"/> easily-taught | <input type="checkbox"/> level-headed | <input type="checkbox"/> qualified | <input type="checkbox"/> TOLERANT |
| <input type="checkbox"/> attentive | <input type="checkbox"/> easy going | <input type="checkbox"/> light-hearted | <input type="checkbox"/> QUICK | <input type="checkbox"/> TOUGH |
| <input type="checkbox"/> bold | <input type="checkbox"/> efficient | <input type="checkbox"/> literate | <input type="checkbox"/> quick learner | <input type="checkbox"/> trained |
| <input type="checkbox"/> bright | <input type="checkbox"/> emotional | <input type="checkbox"/> likeable | <input type="checkbox"/> QUIET | <input type="checkbox"/> trusting |
| <input type="checkbox"/> broadminded | <input type="checkbox"/> energetic | <input type="checkbox"/> logical | <input type="checkbox"/> rational | <input type="checkbox"/> TRUSTWORTHY |
| <input type="checkbox"/> businesslike | <input type="checkbox"/> <i>entertaining</i> | <input type="checkbox"/> loyal | <input type="checkbox"/> realistic | <input type="checkbox"/> UNATTENDED |
| <input type="checkbox"/> calm | <input type="checkbox"/> enthusiastic | <input type="checkbox"/> mature | <input type="checkbox"/> reasonable | <input type="checkbox"/> unassuming |
| <input type="checkbox"/> capable | <input type="checkbox"/> even-tempered | <input type="checkbox"/> methodical | <input type="checkbox"/> reflective | <input type="checkbox"/> understanding |
| <input type="checkbox"/> careful | <input type="checkbox"/> experienced | <input type="checkbox"/> meticulous | <input type="checkbox"/> relaxed | <input type="checkbox"/> UNEXCITABLE |
| <input type="checkbox"/> cautious | <input type="checkbox"/> expert | <input type="checkbox"/> mild | <input type="checkbox"/> RELIABLE | <input type="checkbox"/> uninhibited |
| <input type="checkbox"/> charming | <input type="checkbox"/> exacting | <input type="checkbox"/> moderate | <input type="checkbox"/> reserved | <input type="checkbox"/> VERBAL |
| <input type="checkbox"/> cheerful | <input type="checkbox"/> fair minded | <input type="checkbox"/> modest | <input type="checkbox"/> resourceful | <input type="checkbox"/> versatile |
| <input type="checkbox"/> clear-thinking | <input type="checkbox"/> farsighted | <input type="checkbox"/> natural | <input type="checkbox"/> responsible | <input type="checkbox"/> warm |
| <input type="checkbox"/> clever | <input type="checkbox"/> firm | <input type="checkbox"/> OBLIGING | <input type="checkbox"/> responsive | <input type="checkbox"/> wholesome |
| <input type="checkbox"/> competent | <input type="checkbox"/> flexible | <input type="checkbox"/> OCCASIONALLY | <input type="checkbox"/> retiring | <input type="checkbox"/> willing |
| <input type="checkbox"/> competitive | <input type="checkbox"/> FORCEFUL | <input type="checkbox"/> OPPORTUNISTIC | <input type="checkbox"/> robust | <input type="checkbox"/> wise |
| <input type="checkbox"/> concerned | <input type="checkbox"/> formal | <input type="checkbox"/> optimistic | <input type="checkbox"/> SELF-DISCIPLINED | <input type="checkbox"/> WITTY |
| <input type="checkbox"/> confidant | <input type="checkbox"/> FRANK | <input type="checkbox"/> organized | <input type="checkbox"/> self-confidant | <input type="checkbox"/> zany |
| <input type="checkbox"/> conscientious | <input type="checkbox"/> friendly | <input type="checkbox"/> outgoing | <input type="checkbox"/> self-controlled | |
| <input type="checkbox"/> conservative | <input type="checkbox"/> GENEROUS | <input type="checkbox"/> <i>outgoing</i> | <input type="checkbox"/> sensible | |
| <input type="checkbox"/> considerate | <input type="checkbox"/> gentle | <input type="checkbox"/> PAINSTAKING | <input type="checkbox"/> sensitive | |
| <input type="checkbox"/> cool | <input type="checkbox"/> good-natured | <input type="checkbox"/> particular | <input type="checkbox"/> serious | |
| <input type="checkbox"/> cooperative | <input type="checkbox"/> healthy | <input type="checkbox"/> patient | <input type="checkbox"/> skillful | |
| <input type="checkbox"/> courageous | <input type="checkbox"/> helpful | <input type="checkbox"/> peaceable | <input type="checkbox"/> SHARP-WITTED | |
| <input type="checkbox"/> creative | <input type="checkbox"/> honest | <input type="checkbox"/> perceptive | <input type="checkbox"/> sincere | |
| <input type="checkbox"/> curious | <input type="checkbox"/> HUMOROUS | <input type="checkbox"/> persevering | <input type="checkbox"/> SOCIABLE | |
| | <input type="checkbox"/> idealistic | <input type="checkbox"/> pleasant | <input type="checkbox"/> spontaneous | |

(Write in, below, any additional words that you believe describe you.)

Help Yourself!

6 Descriptive Words



The following descriptive words are often used to promote a positive image at an interview, in a letter, or on a resume. The list on this side are action words that if used judiciously can show your ability to actively participate in work and everyday life. The list on the reverse side are common words used to describe your strengths, abilities, work habits, personal traits and skills. Be careful not to over load your presentation with these words. If used wisely, they can enhance your image and help promote the best of what you have to offer.

ACTION WORDS



accomplished
achieved
adjusted
administered
advertised
analyzed
applied
attained
brought
chaired
communicated
compared
completed
composed
conceived
conducted
contracted
coordinated
counseled
created
dealt

defined
delegated
designed



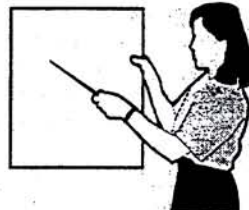
developed
devised
directed
encouraged
enlisted
established
estimated
evaluated
expanded
expedited
forecasted

guided
implemented
improved
initiated
inspected



instructed
interpreted
invented
led
maintained
managed
marketed

molded
monitored
motivated
negotiated
organized
perceived
performed
persuaded
planned
prepared
presented



produced
programmed
promoted
recommended

reconciled
reevaluated
reported
researched



reviewed
selected
sold
stimulated
succeeded
successfully
summarized
supervised
trained
updated
wrote



exceptional
unique
 challenging
MASTERY
STRONG
DYNAMIC
 versatile
responsive
 attractive
sophisticated
earning respect
artful
responsible
innovative
 diplomatically
 perceptive
 highly
 readily
 repeatedly
very sophisticated
deeply concerned
 discretion
CONTAGIOUS
reliability
 bringing new life
 humanly oriented
 acuity
 lifelong

UNUSUALLY GOOD GRASP
new and improved
 outstanding
broad
 INSTRUMENTAL
successful
 unusual
natural
creative
tactful
significantly
 with candor
 enjoying challenge
 increasingly responsible
greatly contributed toward
 increasingly responsible
greatly contributed toward
 effectively

quickly
 driving
adept
 vigorous
 uncommon
pioneering
 leading
 competent
PENETRATING
 sensitive
 objectivity
dependable
honesty
 courage of convictions
repeatedly
 initiative
 dext

urgently
 exceptionally
broad
 thinks on her/his feet
 trained
STRONGLY
outgoing
 humanizing
 open-minded
firm
 deep insight
expert
experienced
talented
astute
high-level
 EMPATHY
 participative
diverse
calm
easily
 foresight
 imaginative
 extensively
 ACCURATELY
 WARM
 aware
 significant



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#8 Graduate School

Deciding to Attend Graduate School

Graduate education is quite different from undergraduate. It is more intense, independent, requires more reading, writing and research. Linking with a major professor is extremely important. To attend graduate school is a major career decision and should be investigated thoroughly. Often it is advised to work a year or more in your field of study to gain experience and determine that it is the career area you desire. It should be necessary or required in order to be a success at what you want to do. Graduate school requires time, money, determination, and a major commitment to complete. Do not take the decision lightly. Discuss it with a variety of faculty, current graduate students and professionals in your field of study.

Generalizations about graduate admissions practices are not very helpful because each institution operates in its own way. Nevertheless, some general statements can be made about the admissions process that may help one plan an individual strategy.

General Requirements

All graduate schools and departments have requirements of some kind that applicants for admissions must meet. Frequent requirements are admission test scores, undergraduate grade point average (GPA), an undergraduate major in the contemplated graduate field, and letters of recommendation. In some fields such as architecture, samples of previous work (as for example, portfolios) may be required instead of or in addition to other evidence or promise. Most institutions appraise applicants on the basis of their total record, and the weight accorded any given factor varies widely from institutions to institution and even from program to program and applicant to applicant.

Admission Tests

Two major examinations are used in graduate admissions - the Graduate Record Examinations (GRE) and the Miller Analogies Test (MAT). The GRE consists of an Aptitude Test and Advanced Tests in 20 academic fields. The tests are given throughout the U.S. on specified dates throughout the year. The MAT is administered by about 600 licensed testing centers in 49 states. The test is approximately an hour in length and consists of entirely analogies.

Factors Involved in Selecting

Choosing a graduate school and a specific program is a highly individual matter. Program details, the nature, size, and location of the institution, admissions requirements, cost, and the availability of financial aid are among the important factors that bear on one's choice of institutions to apply to.

The following steps may help narrow the range of individual choices.

****Talk to alumni of the schools you are considering.** Graduates of a school you contemplate can often be found on your campus or on one nearby. But remember that graduate school requirements change and the atmosphere varies from department to department. What may have been true of a campus at one time, or one department within a particular institution, may not necessarily be true of another department.

Graduate School or Program

****Talk to department faculty and the graduate office on campus.** They often have special insights about programs in graduate schools.

****Write to the graduate schools you are interested in, asking for a graduate catalog.** It will be helpful to indicate the field of graduate study you have in mind. You might also write to the chairman of the department you are interested in, requesting information about the program.

****If possible, visit the schools.** You can learn much about an institution by looking at its physical facilities, talking to students, and talking with the graduate advisor of the department you're interested in. Learn as much as you can about the graduate programs you are considering. Time and effort can be saved by narrowing the choices before application—and money, too.

When to Apply

To procrastinate in thinking about graduate school can be a serious mistake. If you plan to enroll as a full-time graduate student, you should begin making applications at least twelve months before you plan to enroll in graduate school. First, find out each institution's deadline for application and allow enough time to meet that deadline. Keep in mind that, in most cases, to be considered for admission, you must supply test scores and undergraduate transcripts. These matters take time. Make sure you take any required tests (such as the GRE or MAT) in time for the scores to be reported by the stated deadline. Also, remember that undergraduate instructors and professors are asked to write many letters of recommendation and that they must write these letters in addition to their regular duties. Give them plenty of time.

Institutions and even departments within an institution vary greatly in admission deadlines because of the number of application received and the number of places available. If you are applying to a highly competitive institution or department, you will have to file your documents quite early to be considered. In all cases, however, check carefully the institution's deadlines, and plan to have your materials submitted well in advance of any deadline date.

How to Apply to a Graduate School

The initial contact with a graduate school should be made by a postcard or letter, giving your name and address and your intended field of study and requesting information

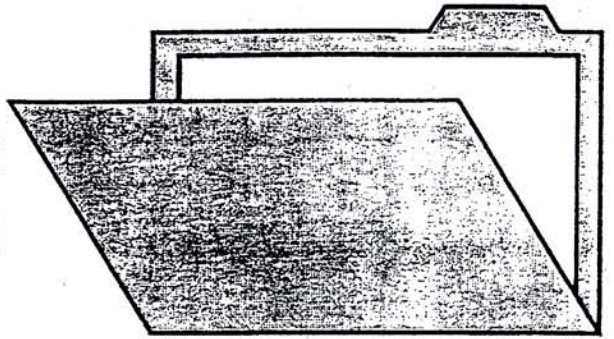
Once you have decided to apply to a specific school, fill out the application form carefully and thoroughly. Assume that the school wants to know everything it asks for on the form and that the admissions officer will be sensitive to the neatness (or lack of it) and the overall quality of what you submit. The school may ask at least one question that will require a three-or four-paragraph answer. Take some time and give it some serious thought. The school wants to know how you think and write.

Find out early what supporting documents must accompany the application, such as undergraduate transcripts, test scores, and letters of recommendation, and make sure they can be provided by the stated deadline. Choose carefully the people you will ask to write letters of recommendation; give them stamped, addressed envelopes and follow up to see that the letters have been sent. It is generally best to ask former professors to write the letters unless the graduate school specifically says it wants someone else (such as the dean of the college) to provide references. Most graduate schools assume that their applicants possess suitable moral attributes; they are interested in an assessment of intellectual ability, motivation, and willingness to do work required of a graduate student. So choose someone who will be able to provide this assessment.

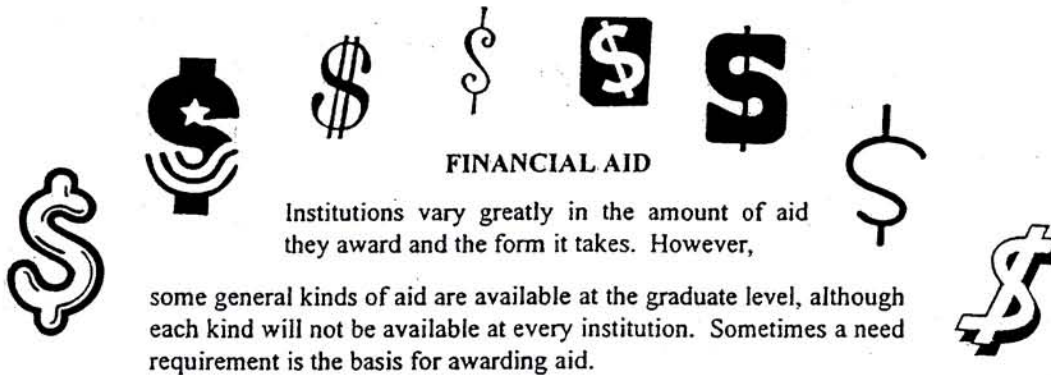
Applying to graduate school can be an expensive process. Most institutions require a non-refundable application fee and will not consider an application without it. You should carefully choose from among the graduate schools that interest you before making any application. It is a good idea to apply to several graduate schools in order to be reasonably sure of being admitted to one, but an excessive number of application for admission is unnecessarily costly in both time and money.



How Admission Decisions Are Made




In most graduate schools, the applicant's file is reviewed to make sure it is complete. After that, the admission decisions are made by various methods. In some schools, the graduate dean (or an associate) reviews application. In others, a faculty admissions committee rules on applicants. The specific department an individual applies to has much to do with his or her admission. Some departmental committees advise the graduate dean on application, and their recommendations are generally followed.




FINANCIAL AID

Institutions vary greatly in the amount of aid they award and the form it takes. However, some general kinds of aid are available at the graduate level, although each kind will not be available at every institution. Sometimes a need requirement is the basis for awarding aid.



FELLOWSHIPS AND TRAINEESHIPS

These are usually outright grants requiring no service to the institution in return. They are usually awarded on a competitive basis and range widely in amount.



TEACHING ASSISTANTSHIPS

These generally carry full or partial tuition remission in addition to a stipend for a specified amount of undergraduate teaching. The teaching assistant usually conducts discussion sections or supervises laboratory groups of undergraduates at the institution. Teaching assistants generally carry a smaller course load than regular full-time students. In many disciplines, teaching assistantships are not usually awarded to first-year students.




THE GI BILL

This is a means of providing financial aid for graduate students who are veterans of the armed forces. Eligible students should contact their local Veterans Administration office for further details.



LOANS

These can be arranged through an institution, a government agency (for federal loan funds), or a local bank. They usually carry a lower interest rate than ordinary personal loans, and repayment may not be required until the borrower completes his or her education



RESEARCH ASSISTANTSHIPS

These operate under the same general guidelines as teaching assistantships, except that their service to the institution involves basic research instead of instruction.

