We’re Hiring Forward Thinkers

LOOKING TO TRANSFORM TOMORROW, TODAY

Leidos is hiring forward thinkers. We’re a company with over 40 years of elevating careers and solving national security, health, and infrastructure problems in ways no one else can. We’re on the cutting edge of cyber network protection, taking on cancer at a genetic level and solving national security, health, and infrastructure problems in ways no one else can. We’re hiring forward thinkers. We’re a company with over 40 years of elevating careers and re-engineering America’s critical infrastructure. Leidos offers internships and is currently seeking problem solvers for entry-level positions in:

- Computer Science
- Aerospace Engineering
- Electrical Engineering
- Cybersecurity
- Mechanical Engineering
- Computer Engineering
- Systems Engineering
- Biological Sciences
- Civil Engineering
- Business

Help tackle the biggest problems in national security, health and infrastructure today, to transform the world tomorrow and make the world a better place for generations to come.

Apply today.
jobs.leidos.com
These are 12 UC San Diego identified career readiness competencies students should aspire to possess by the time they graduate. Employers are looking to hire college students and recent graduates who know how to use their talents, strengths, and interests. Master these Career Readiness Competencies and you will be prepared for a successful transition into the workplace. These competencies also fully align with the National Association of Colleges & Employers (NACE) national standards.

TRITON TIP: Use these prompts to help you develop a compelling and quick summary of your skill sets that you can share with a decision maker. Share things the person you’re pitching to can easily remember and find interesting. Your pitch should help you engage the listener in a conversation, so don’t talk too much about yourself and use your pitch to help lead into a question about the person or company.
WOOFOUND & MBTI | Personality and YOU

TRITON TIP:
Take a free personality/career assessment at: ucsd.woofound.me

Login to your Port Triton account to take the MBTI to learn more about your personality and career options.

Cost is: $35.00

Self reflect on the results of your personality assessment and write down your responses to the prompts below.


How do you communicate? What’s your style? What feels comfortable?
How do you need support? What communication styles stress you out?

2. Based on personality preferences, what career ideas seem to be developing?

1. What was your MBTI reported type &/OR your WOOFOUND personality type?

What were some key take aways learned?:

2. Based on personality preferences, what career ideas seem to be developing?

3. Using WOOFOUND, what are the salary, KSAs, and job search tools you should know?

Key take aways?:
What Are Your Strengths?

Clifton StrengthsFinder® THEMES

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

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

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

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

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

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

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

COMMUNICATION®
People exceptionally talented in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INTELLECTION®
People exceptionally talented in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.

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

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

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

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

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

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

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

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

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

SUCCESSOR®
People exceptionally talented in the Successor theme drive the vision of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with someone.

To take the StrengthsFinder, purchase a code at:
http://shop.gallup.com/strengths/1595620117428.html
How Do You Apply Your Strengths?

Using the Clifton’s StrengthsFinder, discover what your strengths are and how they show up in each domain area.

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

**Achiever**
- Activator
- Command
- Communication
- Competition
- Maximizer
- Self-Assurance
- Significance
- Woo

**Arranger**
- Adaptable
- Connectedness
- Developer
- Empathy
- Harmony
- Includer
- Individualization
- Positivity
- Relator

**Belief**
- Analytical
- Context
- Futuristic
- Ideation
- Input
- Intellection
- Learner
- Strategic

**Consistency**
- Analytical
- Context
- Futuristic
- Ideation
- Input
- Intellection
- Learner
- Strategic

**Deliberative**
- Analytical
- Context
- Futuristic
- Ideation
- Input
- Intellection
- Learner
- Strategic

**Discipline**
- Analytical
- Context
- Futuristic
- Ideation
- Input
- Intellection
- Learner
- Strategic

**Focus**
- Analytical
- Context
- Futuristic
- Ideation
- Input
- Intellection
- Learner
- Strategic

**Responsibility**
- Analytical
- Context
- Futuristic
- Ideation
- Input
- Intellection
- Learner
- Strategic

**Restorative**
- Analytical
- Context
- Futuristic
- Ideation
- Input
- Intellection
- Learner
- Strategic

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

How do your strengths show up in each area below?

- **Building Relationships**
- **Tackling a Difficult Task**
- **Managing Responsibilities**
- **Staying Organized**

**What Are Your Strengths?**

- **Adaptability**
- **Connectedness**
- **Developer**
- **Empathy**
- **Harmony**
- **Includer**
- **Individualization**
- **Positivity**
- **Relator**

Uses the Clifton’s StrengthsFinder, discover what your strengths are and how they show up in each domain area.
Are You Career Ready?

1. Career Management
   - I have a career plan with smart goals.

2. Professional Objective
   - Can list a professional objective.

3. Experience
   - I am not able to identify any past or current skill building experiences.

4. Professional Portfolio
   - I know how to effectively market myself to industry/graduate schools.

5. Negotiation
   - Able to articulate skills valued and gained to the employer.

6. Networking
   - Can introduce and describe professional goals, interests and value.
RESUME RECOMMENDATIONS

Identify keywords from job description

Use keywords from job description to build bullet points

Include numbers, event details and outcomes

Make sure to match appropriate present and past tenses

Arrange sections and bullet points based on how important they are to the employer

Use reverse chronological order within sections such as work experience

Maintain formatting consistency from top of the page to the bottom

Don’t include an objective, it is a dated practice

Avoid personal pronouns

For more examples of resume/cv formats go to:

careertools.ucsd.edu

Resume Instructions

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

January 1, 20xx
Ms. Jane Doe
Senior Associate
Smith & Associates Accounting Group
123 Barbary Lane
San Francisco, CA 94105

Dear Ms. Doe:

I am submitting my resume in consideration for the Tax Intern position with Smith & Associates Accounting Group, as advertised on the UCSD Career Services Center website. Given my background in accounting and extensive leadership experience, I believe this position is a strong match for my skills and career interests.

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

As a proven leader, team player and problem-solver, I feel my skills and experience make me an ideal candidate for the Tax Internship position. I would welcome the opportunity to interview for the position, and hope to hear from you soon. Thank you for your time and consideration.

Sincerely,

Your Name

Cover Letter Instructions
a) Address the cover letter to a specific person.
b) State the position you are applying for; how you found out about it; and ask for consideration based on the skills and experiences you have to offer.
ucz
Qualifications:
• Pursuing undergraduate degree or minor in Accounting with a minimum GPA of 3.25
• Strong analytical skills, written/verbal communication skills, and demonstrated leadership
• Solid working knowledge of MS Office programs

Opening Paragraph
State the position for which you are applying; how you found out about it; and ask for consideration based on the skills and experiences you have to offer. If referred by someone, indicate by whom. Summarize the skills and experiences that make you qualified for the position.

Middle Paragraph(s)
In this section you want to build a connection between your background and the company’s needs. Focus on your skills, education, and experiences as listed on your resume. Emphasize your strongest attributes that relate to the position for which you are applying. If you have any experience or education directly related to the position then highlight it here so the reader can look for it in your resume.

Closing Paragraph
Restate your interest in the position and demonstrate how your unique qualifications fit the position. Indicate that you would like to meet with them to discuss your qualifications further. Thank the reader for his/her time and consideration.
Portfolium is a great online resource that brings your resume to life and is a part of the Engaged Learning Tools suite. Showcase your experiences in an interactive online platform that allows employers and graduate schools to learn about the experiences and competencies you’ve gained while at UC San Diego.

Create your Portfolium today at myportfolium.ucsd.edu

1. Identify classroom projects, leadership experiences, internships, volunteer experiences and/or research opportunities to upload to your Portfolium account.

2. Check out the jobs/internships pages and submit your resume and Portfolium projects to the company you’re interested in interviewing with.

3. Applying to graduate school? Share your Portfolium entries with the people writing your letters of recommendation so they can learn more about your accomplishments/experiences at UC San Diego.

4. Merge your Portfolium account with your LinkedIn account. Additionally, include your Portfolium unique URL in your resume and cover letter. Feel free to also include it in an email signature so all people can view the great projects you’ve completed.

To learn more about Engaged Learning Tools visit: www.ucsd.edu/engagedlearning

CAMPUS INVOLVEMENT
Freshmen & Sophomores
Joining clubs, finding inspiration, making connections, completing co-curricular transcripts.

Juniors
Seeking Internships
Following companies, applying to internships, attending career fairs.

Seniors
Seeking Career/Job Search
Interviewing, letters of recommendation, attending career fairs.

Alumni
Giving Back
Staying connected, donating to schools, projects, departments.

INTERESTS, ACTIVITIES, VOLUNTEER
• Nonprofit/charity work & travel experiences
• Photos from events you’ve coordinated
• Special training or independent
• Self taught learning
• Learning of a new skill or language

WHAT TO INCLUDE IN YOUR SOCIAL MEDIA MARKETING PROFILES?

SCHOOL & PROFESSIONAL WORK
• Class assignments, research/group projects
• Work samples from jobs or internships (non proprietary)
• Evidence of technical skills
• Evidence of soft skills
• Workshops/seminars/conferences
• Academic honors, degrees, certifications, certificates, licenses

INTERESTS, ACTIVITIES, VOLUNTEER
• Nonprofit/charity work & travel experiences
• Photos from events you’ve coordinated
• Special training or independent
• Self taught learning
• Learning of a new skill or language

ADD MORE DETAILS
• Tagged Teammates—Be a team player and tag collaborators, groupmates & friends you worked on a project with.
• Skills/Clickable Credentials—Allow employers to easily click into the skills you’ve listed in your entries & access instant proof of your talent!
• Hashtags—Use hashtags as to describe your portfolio entries & make them easily searchable!

HOW TO MAKE AN ENTRY
• Title—give your work a name.
• Category—categorize your entry to make it searchable to employers (e.g. “Social Sciences”).
• Description—explain your thought process; demonstrate your problem solving skills.
• Visuals—add photos, videos, etc.
• Upload work samples in multiple formats and stored on other platforms

MARKETING SOCIAL MEDIA
• Include your Portfolium projects in your LinkedIn accounts
• Add Portfolium to your Resume
• Add Portfolium to your email signature
• Add Portfolium URL to Cover Letters
Interviewing 101 | Big Interview

Access interview questions, learn how to answer questions, record your answers and review responses at ucsd.biginterview.com

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

TRITON TIP: Visit UCSD Big Interview at: ucsd.biginterview.com

Top 10 Interview Best Practices

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

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

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

Top 4 Things to Do w/Big Interview

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

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

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

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

Using the C.A.R. Method for Interviewing

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

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NOW YOU TRY

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NOW YOU TRY
Before the Interview

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

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

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

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

During the Interview (Take Notes)

1. Introduce Yourself
   - What's your intro?

2. Share Purpose
   - Why did you contact them?

3. Ask Questions
   - What do you hope to learn from them?

Questions to Ask...

1. How would you describe a typical day or week in your role? What key strengths, skills, and abilities do you use to succeed in your position?

2. What experiences are most helpful for successful preparation for (or transition into) this field or position?

3. What are the rewards and challenges of this position?

4. What are the key trends, issues, opportunities and challenges you see?

5. What are the most important things I should consider as I learn more about this field?

6. What other resources or people should I connect with or learn more about?

7. Would you be willing to refer me to other people willing to help me in my research and exploration process?

Who did you contact?

What did you learn & what are your next action steps?

Name | Organization | Contact Info | Date

Questions to Ask + Reflection

Practice your 30 second pitch w/an Alumni Advisor as they engage you in a career conversation, resume review and/or mock interview.
Job Search Tools for Full-time Jobs & Internships

TRITON TIP: Either check out careertools.ucsd.edu OR internships.ucsd.edu for more information on the topic of job search engines.

Dress to Impress

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

WOMEN

HAIR
Neat, professional hairstyle with hair out of your face

SUITS
The standard job interviewing attire for women is a dark navy, black or gray panted/skirted wool blend suit

BLOUSES
Blouses should be cotton or silk and should be white or some other light color.

PANTS/SKIRTS
The pant leg bottom in the front should touch the front of the shoe and angle towards the back of the shoe to fall just above the heel. Skirt length should be a little below the knee and never shorter than above the knee.

SHOES/HOSIERY
Clean and polished dress shoes with closed toes and a conservative heel. Panty hose should be flawless (no runs) and conservative in color.

MAKEUP & JEWELRY
Make-up should be minimal, with lipstick and nail polish in conservative tones. Minimize use of colognes or perfumes.

MEN

HAIR
Get a haircut; short hair always fares best in interviews. Your facial hair should be neatly trimmed.

SUITS
The standard job interviewing attire for men is a dark navy or gray two-piece natural fiber, wool blend suit.

TIE
Your tie should be darker than your shirt with a conservative pattern and should not extend below the belt.

SHIRT
Choose a good fit, neatly pressed button down, long-sleeved shirt (white is best, pastel is next best). Don’t forget to wear an undershirt.

JACKET
The sleeves should taper, gradually ending just over the wrist so the shirt cuff extends about 1/2 inch beyond the jacket sleeve.

PANTS
The pant leg bottom in the front should touch the front of the shoe and angle towards the back of the shoe to fall just above the heel.

SHOES & SOCKS
Clean and polished dress shoes are recommended. Wear with dark colored socks over the calf.
Applying to Graduate School

Visit the Career Services Center to explore career goals and preparation for graduate and professional school.

Research and develop a list of potential graduate programs. Consider the following:
- Curriculum and degree requirements
- Research, teaching, and internship opportunities
- Funding opportunities and financial support
- Geographical location and size
- Programs, resources and facilities within the program but also at the university in general

Research appropriate resources (LSAC, AAMC, ADA, AACP, MBA.com, nursingworld.org, etc.). Meet with professors and other professionals in the field(s) that interests you to learn more about the field and possible recommendations for programs.

Consider volunteering, involvement in organizations, shadowing professionals, internships, part-time work experience, or research opportunities.

Collect Letters of Recommendation as you network and work with professors, professionals and mentors. Open an interfolio.com account if appropriate for type of graduate/professional program (optional).

Research application deadlines and required material for each program.

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

SAMPLE TIMELINE

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>SUMMER 1</th>
<th>YEAR 2</th>
<th>SUMMER 2</th>
<th>YEAR 3</th>
<th>SUMMER 3</th>
<th>YEAR 4</th>
<th>POSTGREC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose a major</td>
<td>Refine background knowledge in the field</td>
<td>Consider departmental seminars/ transfer program or internship opportunities</td>
<td>Build relationship with faculty members as well as professionals outside of academia</td>
<td>Develop and refine analytical and research skills</td>
<td>Shadow professionals in the field</td>
<td>Internship</td>
<td>Prepare and take appropriate standardized exam</td>
</tr>
</tbody>
</table>

Write down your thoughts below...

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

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

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

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

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

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

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

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

### Academic Preparation Timeline:

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<th>1ST YEAR</th>
<th>2ND YEAR</th>
<th>3RD YEAR</th>
<th>4TH YEAR</th>
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<td>Career</td>
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<td>English composition - 1 year</td>
<td>Career</td>
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<th>GAP YEAR</th>
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<tr>
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<td>Pre-med advisor - 1 year</td>
<td>MCAT Prep - 1 year</td>
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<tr>
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<td>Pre-med advisor - 1 year</td>
<td>MCAT Prep - 1 year</td>
<td>MCAT Prep - 1 year</td>
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</tr>
</tbody>
</table>

### Application Checklist:

- Completion of prerequisites
- Clinical experience, shadowing a health care professional
- Research experience (MD)
- Voluntary experience/service for underserved communities
- Personal statement
- Letters of recommendation
- Demonstration of leadership (serving on a board, committee, student orgs, etc.)

To learn more about the health professions preparation materials go to: [prehealth.ucsd.edu](http://prehealth.ucsd.edu)
### Health Professions At-A-Glance Matrix

#### Allopathic Medicine (MD)
- **Number of Schools:** 144
- **Application Service:** AAMCAS
- **Average GPA:** 3.5-3.7 (MCAT)
- **Admissions Requirements:** MSAR ($25/year), AAMC Osteopathic Medical Information Book (free online book)
- **Application Start Date:** June 1 full year prior
- **Experience Needed Prior to Beginning Program:** Clinical experience: shadowing, internship with MD
- **Letters of Recommendation:** 4-6 letters (2 science, 1 non-science, PI, MD, supervisor)
- **Residency:** 3-7 years depending on specialty
- **Licensing Exams:** USMLE Step 1 (1st or 2nd year), USMLE Step 2: parts 1 and 2 (2nd or 3rd year), USMLE Step 3 (3rd or 4th year)
- **Total Cost of Education:** $200K+ for private, $136K-168K (public)
- **Salary:** $115K-150K (pediatrics, general practice), $200K+ (radiology, cardiology, surgery)

#### Osteopathic Medicine (DO)
- **Number of Schools:** 34
- **Application Service:** ACOMCAS
- **Average GPA:** 3.4 GPA, overall; 3.3 science
- **Admissions Requirements:** PAEA Online directory, white coat
guide to osteopathic medical education
- **Application Start Date:** June 1 full year prior
- **Experience Needed Prior to Beginning Program:** Clinical experience: shadowing, internship with DO
- **Letters of Recommendation:** 4-6 letters (2 science, 1 non-science, PI, MD, supervisor)
- **Residency:** 3-7 years depending on specialty
- **Licensing Exams:** COMLEX-USA Levels 1, 2, 3, NCLEX-DO
- **Total Cost of Education:** $200K+ for private, $136K-168K (public)
- **Salary:** $115K-150K (pediatrics, general practice), $200K+ (radiology, cardiology, surgery)

#### Dentistry
- **Number of Schools:** 185
- **Application Service:** AADSAS
- **Average GPA:** 3.4 - 3.6, DAT 2D
- **Admissions Requirements:** AOA ($25/year), AACOM Osteopathic Information Book
- **Application Start Date:** June 1 full year prior
- **Experience Needed Prior to Beginning Program:** Professional experience: non-science, PI, MD, supervisor
- **Letters of Recommendation:** 4-6 letters (2 science, 1 non-science, PI, MD, supervisor)
- **Residency:** Optional
- **Licensing Exams:** COMLEX-USA Levels 1, 2, 3, NCLEX-DO
- **Total Cost of Education:** $200K+ for private, $136K-168K (public)
- **Salary:** $115K-150K (pediatrics, general practice), $200K+ (radiology, cardiology, surgery)

#### Pharmacy
- **Number of Schools:** 55
- **Application Service:** AACPAS
- **Average GPA:** 3.2 - 3.6 (PharmD)
- **Admissions Requirements:** AACPAS Guide to PharmD Programs
- **Application Start Date:** June 1 full year prior
- **Experience Needed Prior to Beginning Program:** Shadowing a pharmacist
- **Letters of Recommendation:** 2-3 letters (max 3-4 letters)
- **Residency:** Optional
- **Licensing Exams:** Accredited professional program in pharmacy, pharmacy practice examination
- **Total Cost of Education:** $200K+ (private)
- **Salary:** $115K-150K (pediatrics, general practice), $200K+ (radiology, cardiology, surgery)
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• GSA CAREER NIGHTS: Engage and network with industry leaders.
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General Resources:

Advising and workshops: Make an individual career advising appointment with one of the Career Services Center’s graduate student career advisors, and register for upcoming workshops for graduate students through Port Triton (https://ucsd-symplicity.com/students)

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

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

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

Resources for Arts, Humanities, and Social Sciences Students:

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

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

Resources for STEM Students:

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

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

Go to http://career.ucsd.edu/phd-and-masters-students for more resources and information.
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c/o Adam Davis PhD.
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Genomics of Metabolic, Cardiovascular and Inflammatory Disease Branch
National Human Genome Research Institute
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