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Mission

The mission of USC Dornsife Career Pathways parallels the central mission of the University of Southern California to cultivate and develop the human mind and spirit. Career Pathways works to align students’ academic interests with individual career and professional pathways through exploration and engagement in curricular and co-curricular opportunities. Career Pathways works in collaboration with academic advisors, career counselors, Faculty, and alumni to provide a network of resources to address students’ professional aspirations.

Services & Programs

◊ Curricular and co-curricular advisement and planning | Career exploration
◊ Resume, cover letter, & CV review | Mock interviews | Internship search
◊ Career newsletters & career readiness programs

Career Pathways Advisors

Octavio Avila
Director | Humanities

Cynthia Kossan
Social Sciences

Vivi Nordstrom
Natural Sciences

Career Advising Appointments

Walk-In Schedule

Post Job/Internship Opportunities:

USC Dornsife Career Pathways
USC Career Center
PAUL MAXWELL NOVAK
B.A., Classics and Art History | M.A., Classical Art and Archeology
Intern, Christie’s Auction House
After finishing at USC, Paul Maxwell Novak moved to England to undertake a Master’s in Classical Art and Archaeology at Oxford. After a year in the UK, he spent the summer and fall of 2018 working at the Los Angeles County Museum of Art. Since then, he has spent a few months interning at Christie’s, the art auction house.

JESSICA URENA
B.A., Art History | M.P.A.
Development Manager, LA Plaza de Cultura y Artes
Jessica is a passionate philanthropy expert and social sector advocate committed to helping nonprofit organizations navigate the intersection of technology and social good. She has more than 15 years’ experience helping arts and culture organizations build effective and sustainable contributed income programs. Currently she is the Development Manager for Special Projects at LA Plaza de Cultura y Artes where she is working to launch LA Plaza Cocina, the country’s first museum and teaching kitchen dedicated to Mexican cuisine. Jessica is a native of East Los Angeles and first generation American. She holds a B.A. in Art History from the USC Dornsife College of Letters, Arts and Sciences and MPA with an emphasis on nonprofit management from the USC Price School of Public Policy.

JOSHUA SEGUI
B.A., Classics | B.A., Linguistics
Graduate Publishing Lead, Montezuma Publishing
Joshua Segui became the Graduate Publishing Lead at Montezuma Publishing in 2017. His current work encompasses the preparation and review of graduate student manuscripts for publication. These tasks range from copy editing of written content to the arrangement and layout of documents to meet the editorial standards set forth by the Graduate Council of San Diego State University.
SYBIL ALICIA MACDONALD
B.A., English | B.A., Journalism
Principal of Marketing & Communications, Co-Owner, Order & Flow
Sybil MacDonald began her career in television. Initially in production, but quickly moved into the "suit" side of the business as a communications executive. She has worked in Univision, CBS, Nickelodeon and for Paramount Television. She has helmed communications efforts for internationally-breaking news stories, launched network television shows and been part of teams for globally-viewed awards shows. After starting her own venture, Marketing & Communications, she was able to bring her news & entertainment publicity background to a variety of client categories including consumer, government agencies and elected officials, health, education and non-profits. Along with mainstream campaigns, she has created numerous Hispanic and multi-ethnic campaigns and has developed a specialty in crisis management. Most recently, she has decided to branch out and start a second business, Order & Flow, a home and office organizing company. She brings her own experiences and comforts for organization, practicality and efficiency to this new venture.

TROY D. RAYDER
B.A., Gender Studies | B.A., Sociology
Investigator, California Department of Fair Employment & Housing
Troy D. Rayder graduated from USC in 2016 with degrees in Gender Studies and Sociology. He currently works for the State of California at the Department of Fair Employment & Housing (DFEH), which is the nation's largest state agency devoted to civil rights. In March 2017, he was hired to DFEH as an investigator. He primarily handles cases involving employment discrimination, denied public accommodations, and hate crimes. He plans to begin law school in 2019 to pursue a career as a civil rights and public interest lawyer.

VALENTINE VALDOVINOS
B.A., Gender Studies
B.A., Sociology
B.A., French
M.S.W., Social Work
Licensed Clinical Social Worker
Valentine Valdovinos finished the MSW program at USC, under the mental health concentration with a PPSC in tandem. Upon graduation, Valentine worked at a privately owned community mental health business contracted by LA county Department of Mental Health (DMH) as a Trauma-Focused Cognitive Behavioral Therapist for 2.5 years. For the last 2 years, Valentine has been working for a nonprofit community mental health agency and provides therapy to a diverse population through the use of different treatment modalities and practices. Has recently passed the national Associated Social Worker Boards licensure examination to become a licensed mental health practitioner. Apart from current work with the non-profit, this License has opened up the option of going into private practice. Consequently, I am currently building my website, working on marketing myself and the services I will be offering, and seeking consultation/mentorship from other professionals who have taken this road.
ALEXANDRA BELTRAN  
B.A., History  
Policy Advocate

After graduating from USC with a Bachelor’s in History, Alex Beltran started working for Youth Action Project. In 2011, Ms. Beltran joined the San Bernardino County Young Democrat club and eventually got hired on a Congressional campaign in 2014. During that time, Alex joined San Bernardino Generation Now, and worked for the Regional Parks Department of the County of San Bernardino as a Media Assistant. In 2016, she worked on a local campaign for State Assembly in the 40th district as Office Manager. The following year she became a fellow with the Women’s Policy Institute and also worked on a local school board race in San Bernardino as a Data Specialist. This year she ran for City Council in the 4th Ward of San Bernardino. Alex shared her vision for a better San Bernardino, but unfortunately lost by eight votes in the November election. She continues to be a policy advocate for the community, campaign reform, environmental justice and women’s issues.

MARISSA ROY  
B.A., Philosophy, Politics, and Law | Master of Public Diplomacy | J.D.  
Judicial Law Clerk

Marissa Roy is currently doing a clerkship at the Ninth Circuit Court of Appeals, where she works closely with a federal judge to resolve immigration, criminal, civil rights, and many other types of cases. Before her clerkship, Marissa was a Deputy City Attorney at the Los Angeles City Attorney’s Office, where she filed lawsuits on behalf of the People of California against companies engaging in unlawful, unfair, or deceptive business practices. As a recent law school graduate, Marissa is happy to give advice about applying to law school or help explore potential careers in the legal field.
PHILIP MEYER
B.A., Russian | B.A., International Relations
Product Manager, Rubicon Project

Philip Meyer has two areas of focus. He works as a product manager at a software company called Rubicon Project, and he also makes music and tools for music makers. His job as a product manager is to lead the development of a business around a product. This means deciding what the product should be able to do (and not do), and to decide which features are the most important. He uses information he receives from clients and Rubicon’s customer team to determine the product’s requirements and priorities for the engineering team, who write the code. He is also the representative of the product to our sales, account management, legal, and marketing teams. In music, he makes music with computers of many sorts. He is interested in using sound to create worlds that are rich with subtle, beautiful details. Much of his process involves exploring the capabilities of computer technology to create new and novel artistic ideas.

MARTIN HODIS
B.A., Spanish | B.A., International Relations
J.D. Candidate

Martin Hodis is currently pursuing his Juris Doctor at the UCLA School of Law and will be graduating May 2019. He is in the Business Law Specialization, which has included taking courses ranging from business bankruptcy to telecommunications regulation. In addition to his studies, he is a legal intern with a boutique corporate law firm that is involved in an array of services from drafting and reviewing contracts to assisting clients incorporate their businesses. In summer 2018, he was a law clerk for a Chilean firm, where he assisted the firm with transactional, cross border matters. During the spring 2018 semester, he was a law intern with the Assistant United States Attorney’s Office, Tax Division. He also interned for the Executive Office of Immigration Review (immigration court) in summer 2017. Before attending UCLA law, he worked at an immigration law firm as a waiver paralegal. This position involved crafting waivers of inadmissibility, a process for undocumented spouses and children of U.S. Citizens in which the government must be convinced that the undocumented client’s removal from the country would result in extreme hardship to their U.S. citizen relatives. The position that helped spark his interest in pursuing law was when he served as a Fellow for a year with JusticeCorps (2013-2014) at the Stanley Mosk Courthouse in Downtown L.A. He worked in family law matters, assisting U.S. citizens and undocumented immigrants with divorce and paternity actions. After he graduated from USC, he spent a semester teaching English in Chile, a country in which he has studied, visited, and worked.
Plan it

Career Readiness Guide

The following career readiness guide identifies steps to work towards achieving your career goal. Moreover, users can adopt and develop the guide as a career readiness system to support the achievement of a career goal. First, answer each career goal question. Then, proceed to complete each item in steps 1-4 until all items and steps are completed.

Career goal questions

What is your career goal after graduation?

What else do you need to learn about your career interest?

What will get you one step closer to achieving your career goal?

Assessment

- Reflect and identify career goal
- Perform a CareerBeam career-assessment
- Complete an MBTI Personality Type Assessment
- Conduct a Strong Interest Inventory
- Describe your personality
- Identify skills and abilities
- Determine your values
- Assess preferred work environment and lifestyle
- Discuss career interests with a Career Pathways Advisor
- Talk to a Pre-Health, Pre-Law, or Pre-Grad advisor
- Meet with USC Dornsife Faculty
- Contact a Career Center counselor

STEP 1

Exploitation

- Explore majors, minors, and elective courses
- Study Career Pathways Major 2 Career Maps
- Review What can I do with a major in on connectSC
- Network on LinkedIn & the USC Career Network
- Conduct Informational Interviews with USC Alumni
- Review ONET online & BLS Occupational Handbook
- Research on connectSC Vault, Hoovers, Glass Door, etc.
- Work. Intern. Research. Volunteer & more!

STEP 2

Skill-Development

- Critical Thinking/Problem Solving
- Oral /Written Communication
- Teamwork/Collaboration
- Information Technology Application
- Leadership
- Professionalism/Work Ethic
- Career Management
- Global & Intercultural Fluency

STEP 3

Career Search

- Establish professional social media like LinkedIn
- Draft a Resume or CV
- Write a Cover Letter
- Develop your Elevator Pitch
- Practice interview skills
- Identify career opportunities
- Apply for career opportunities
- Negotiate offers when applicable
Talking about yourself is extremely useful when meeting a prospective recruiter, representative or faculty for a desired internship, research position, employment or career opportunity. An “elevator pitch” is a useful speech or statement to prepare in advance of such opportunities. The statement is referred to as an elevator pitch because delivering it should take about as long as it takes to get from one floor to another on an elevator. Although an elevator pitch can be created, practiced, and developed, it should provide an accurate and authentic representation of you. Practice your pitch so

Pitching Frameworks

1-2-3 Pitch

1. Introduction: Introduce yourself and share pertinent information such as your major, minor, year in school, organization, leadership position, etc.

2. Interest: Articulate your interest in the organization and in a position of either an internship, part-time or full-time position. Briefly share experiences or skills relative to the position.

3. Action: Identify what you wish to do such as talk about career opportunities, leaving a copy of your résumé, applying for a position, or following-up with a phone conversation.


Frame your pitch by answering these questions:

1. Who are you?
2. What have you done?
3. Where have you done it?
4. What did you accomplish?
5. What do you want to do now?

The Pixar Pitch: The pitch as story-telling

The purpose of framework is to bring focus to the narrative. You can use the Pixar framework to tell your story. 

Adapted from Daniel H. Pink’s, To Sell is Human, 2013.

Pixar

Once upon a time____________________________
Every day,_______________________________________
One day,___________________________________________
Because of that,____________________________________
Because of that,____________________________________
Until finally,________________________________________

Now, use comparable substitutes to start your pitch and follow the suggested sequence.

Example:

“I’ve always been fascinated with research. Every day, I would stay after-school to grow cultures at my high school’s biology lab. When I came to USC, I was able to conduct research on Drosophila melanogaster in Dr. Mc Fly’s lab. Our findings showed a decrease in eye pigment cells in wild-type flies. My research overlaps with your work on photoreceptor cells. That is why I am interested in conducting research in your lab.”
Networking

Who you know is equally important as what you know. Networking is about establishing and developing social relationships. It is about making a connection with people. When you make a connection with someone, you not only make a connection with the individual, but you open the potential to connect with the person’s network of individuals. This network serves as a type of social capital that can be tapped into and leveraged. When you network, you take an active measure to realize your goals. Chances are, you already network and don’t realize it. Below are suggestions for networking.

You know you Networked if:

1. At the end of a conversation, you have the name of a person who is in a position to help you
2. At the end of a conversation, you learn of a new employer or organization that is of interest to you
3. At the end of a conversation, you learn new information that helps you in the realization of a goal

Networking opportunities

There are multiple ways to network; planned or unplanned. The following are recommendations to help you get started:

- **In-person** - at your place of employment, internship, research, etc
- **USC Career Network** – a database of USC alumni available for career guidance and networking. Available via connect SC
- **LinkedIn** – you can search by alumni, career, and even major to find people with similar backgrounds and request to learn about their career path
- **Informational interviews** - conducting an informational interview is a great way research a career and network. Simply, locate an individual who is in a career of interest and request an informational interview
- **Professional associations** - join associations in your area(s) of interests
- **Faculty** - you have the oppor-
Informational Interview Best Practices

**Purpose:** The purpose of an informational interview is to learn a first-hand account of your career choice of interest from professionals working in the field. You may learn additional information not available through traditional exploration guides or on-line resources while providing the opportunity to practice communication skills.

**Do**
- Research the company and person with whom you are conducting the informational interview
- Prepare a list of questions that you can ask
- Bring a notepad or tablet for you to take notes
- Ask if it is okay for you take notes during the interview
- Dress professionally
- Have your personal business card ready
- Follow up with a thank-you note, either handwritten or e-mail, within 48hrs.

**Don’t**
- Don’t ask for a job
- Don’t give them your resume (unless they request it)
- Don’t be late

**Suggested questions to ask:**
- How would you describe the environment you work in?
- How would you describe a typical day at work?
- What portion of your job involves interacting with others?
- What college courses have been most helpful to you in your job?
- What types of special skills are necessary to perform your job?
- Is special certification, training, or an advanced degree required for your job?
- What personal qualities do you see as important for success in this occupation?
- What do you like most about your job?
- How did you get interested in this area of work?
- What was your undergraduate major field of study?
- Did you have any practical experience or training, other than college?
- How would you advise me to prepare myself for a career in this field?
Career readiness of college graduates is of critical importance in higher education, in the labor market, and in the public arena. Yet, up until now, “career readiness” has been undefined, making it difficult for leaders in higher education, workforce development, and public policy to work together effectively to ensure the career readiness of today’s graduates.

In accordance with its mission to lead the community focused on the employment of the new college graduate, the National Association of Colleges and Employers (NACE), through a task force comprised of representatives from both the higher education and corporate sides, has developed a definition and identified competencies associated with career readiness for the new college graduate.

**COMPETENCIES:**

**Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

**Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

**Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

**Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

**Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

**Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

**Career Management:** Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

**Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences.

**Definition:**
Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.
USING THE DEFINITION AND COMPETENCIES

How do the definition and competencies help those focused on ensuring new college graduates have the skills necessary to enter and become part of a strong, productive work force?

The definition and competencies provide for development of strategies and tactics that will close the gap between higher education and the world of work. They lay the foundation for the work necessary to prepare college students for successful entry into the work force by:

- Providing a common vocabulary and framework to use when discussing career readiness metrics on campus, within employing organizations, and as part of national public policy.
- Establishing defined competencies as guidelines when educating and advising students.
- Establishing defined competencies to identify and assess when hiring the college educated.

NOW AVAILABLE: CAREER READINESS RESOURCES

NACE members have generously shared a variety of resources designed to support your efforts in integrating career readiness into your programs and services. You can access those materials and measurements at www.naceweb.org/career-readiness/competencies/career-readiness-resources.