TUFTS CAREER CENTER

We will help you identify your career goals and gain the skills, resources, contacts, and tools necessary to achieve them. Whether you are deciding on a major or career, looking for an internship or job, or considering graduate school, we can help.

Mission
To foster transformational experiences that shape the professional, academic and personal development of Tufts students and alumni for lifelong impact.

Vision
That every Jumbo is prepared for a lifetime of fulfilling career opportunities.

In This Guide:

Your Career Development Journey ................................................................. 2
  • Outline of a career journey with action steps to help you move forward

Importance of Self-Assessment; Competencies and Career Readiness ............. 3 - 4
  • Understanding competencies, interests, values and personality; self-assessment resources for Jumbos

Choose a Major and Research Careers ............................................................ 5 - 6
  • How to make decisions about your major and debunk myths about majors
  • Ways to explore careers via networking; factors to consider in career research

Use Resources Especially for Jumbos ............................................................. 7
  • Tools for researching career fields, majors, employers and types of jobs

Write Resumes and Cover Letters ................................................................... 8 - 19
  • Instructions for creating and evaluating your documents
  • Resume and cover letter samples for AS&E, SMFA, MA and PhD students

Write Curriculum Vitae ................................................................................... 20 - 25
  • Instructions for creating and evaluating your document; CV samples

Build Your Network and Use LinkedIn ............................................................ 26 - 29
  • Networking essentials; an in-depth look at informational interviewing
  • Guidelines for creating a strong LinkedIn profile; sample networking emails and LinkedIn messages

Find Internships and Jobs ............................................................................... 30 - 31
  • Checklist for your job or internship search
  • Resources especially for Tufts students, including Handshake and the Campus Recruiting Program
  • Summer Internship Grants; the Tufts Internship Profile (TIP) Book

Prepare for Interviews ...................................................................................... 32 - 34
  • What to do before, during and after interviews
  • Sample interview questions; information about behavioral interviewing

Apply to Graduate School ............................................................................... 35 - 36
  • How to evaluate grad programs; what you’ll need to apply; sample application timeline
YOUR CAREER DEVELOPMENT JOURNEY

The career development process is a lifelong journey. The earlier you begin to focus on your career development, the better prepared you will be to make decisions and pursue the opportunities available to you. Good news: There are a variety of things you can do now to prepare for your future! Every class and experience will build your competencies, focus your interests and inform your goals. From individual advising to career education tools and programs, the Career Center offers extensive resources to help you explore options and develop strategies for pursuing those goals.

Here are the basic elements of your career development journey:

Reflect and Discover

Get to know yourself. What do you enjoy? What are your strengths? Begin to identify your competencies, transferable skills, interests, values and personality preferences. Gaining awareness of these core “satisfiers” will help you link to potential career fields.

Explore Careers

Research career possibilities, learn the connections between courses, concentrations, and careers. Discover the benefits of experiential learning (shadowing, internships and informational interviews).

Action Steps:

- Create/revise your resume and have one of our career fellows or career advisors review it
- Review the list of organizations/clubs (via the Office of Campus Life) and join clubs that will help you develop your competencies and interests
- Take the FOCUS 2 assessment online (visit Career Center site for access code) and meet with a career advisor to review your results or discuss other assessment options
- Begin to identify majors that fit your interests and competencies

Build Competencies and Gain Experience

Polish your resume and cover letter writing skills. Refine your career goals and strategy. Test career paths through informational interviewing, internships, and part-time and summer jobs, and determine potential career direction(s).

Action Steps:

- Revise/finalize resume and get help writing an effective cover letter and/or artist statement
- Practice interview skills; set up a mock interview
- If interested in graduate school, research schools, visit campuses, and take required standardized tests
- Learn to present your goals and competencies in networking conversations
- Secure an internship, job or fellowship, or set up several shadowing experiences
- Attend events such as career fairs, employer info sessions and alumni panel discussions

Take Action

Make an informed and meaningful career decision. Remember that the decisions you make today will not define your entire career path. Instead, focus on the experiences you would like to gain over the next couple of years.

As You Prepare for Life After Tufts:

- Meet with a career advisor to help with your decision-making or career planning
- Get help writing your personal statement if you are applying to graduate or professional schools
- Research and join relevant professional associations in your desired career field
- Analyze offers from employers and grad schools
- Learn and practice the basics of negotiating
- If you have accepted a job, visit “Experiences” under My University in Handshake and tell us about it
- Reflect and discover (remember: this is a lifelong process) through an internship/job or grad program

Career Center Assessment Tools

Focus 2—A self-paced, online, interactive career guidance system designed to help you assess your interests, competencies, personality and values, as well as explore careers, majors and more.

Strong Interest Inventory—Online instrument that can help you identify specific areas of interest; it compares your interests with those of individuals in a variety of occupations.

Myers-Briggs Type Indicator (MBTI)—Helps you identify your natural personality preferences and how they influence the way you make decisions, interact with people, gather information, and get energized. The MBTI does not measure aptitudes, but helps you better understand yourself, your motivations, strengths, and implications for career fields that you may find satisfying.

Focus 2 instructions are available on the Explore Skills & Interests page of the Career Center site:

<table>
<thead>
<tr>
<th>Skills Inventory</th>
<th>Interests Checklist</th>
<th>Work Values Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s Your Skillet?</td>
<td>Interests Questionnaire</td>
<td>Family &amp; Culture Assessment</td>
</tr>
<tr>
<td>O*Net Online Skills Search</td>
<td>Career Interests Game</td>
<td>Career Competencies Worksheets</td>
</tr>
</tbody>
</table>

IMPORTANT OF SELF-ASSESSMENT

Self-assessment is the first step toward choosing a fulfilling career path. View the sections below and worksheets on the Career Center website to help you reflect.

Career Center Resources for Exploring Competencies, Interests, Values, Transferable Skills, and Personality

Tools available on the Explore Skills & Interests page of the Career Center site:

- Skills Inventory
- What’s Your Skillet?
- O*Net Online Skills Search
- Interests Checklist
- Interests Questionnaire
- Career Interests Game
- Work Values Inventory
- Family & Culture Assessment
- Career Competencies Worksheets

Interests

- What do you like to do in your spare time? Which courses and activities do you most enjoy? If you consider these things, you’ll often come up with common themes running through your personal narrative.

Values

- Values play an integral role in career satisfaction. Do you prefer risk or stability? Variety or routine? Teamwork or autonomy? Finding work environments that align with your values is often just as important as the actual tasks involved in a job or internship.

Transferable Skills

- As the name implies, transferable skills are those that can carry over to many environments, whether from home to school, school to work, or beyond. These broad-based skills, such as communication skills, problem-solving and taking initiative, are highly sought after by employers for their applicability across different settings.

Personality

- Understanding your personality preferences is an important part of choosing a fulfilling career path. Personality can be defined as a combination of qualities that form an individual’s distinctive character, influencing how you see, experience and interact with the world. For instance, how and with whom do you prefer to spend your time? How do you approach new projects or activities? How do you make big decisions?

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2
COMPETENCIES AND CAREER READINESS

Career readiness is the attainment and demonstration of competencies that broadly prepare college graduates for a successful transition to the workplace. Think about the competencies that enable you to succeed. These can include broader areas such as global/intercultural fluency or leadership, but can also encompass what we and many employers refer to as transferable skills, such as the ability to work in a team. All competencies can be developed over time through a variety of experiences (community service, internships, student clubs, coursework) and apply to many career fields. Based on competencies developed by the National Association of Colleges and Employers (NACE), the Tufts Career Center is committed to helping students develop/enhance the following 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.

Civic Engagement
Work with others to define, analyze, and address public, political, or community problems. The individual is able to deliberate with others, collaborate to make change, and form relationships that manifest such civic virtues as tolerance and respect.

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.

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 individual differences.

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

Professionalism/Work Ethic
Demonstrate effective work habits and personal accountability, e.g., working productively with others, practicing punctuality and time management, and understanding 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 mistakes.

Career Management
Identify and articulate one’s 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/explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

Develop Competencies and Transferable Skills
Beyond the competencies you will gain in any major at Tufts, employers value those that you develop outside the classroom. Consider participating in internships, volunteer service, and extracurricular activities.

Set Up Informational Interviews
Informational interviews (a.k.a. self-initiated conversations with people you find interesting) are a great way to explore majors. Talking with alumni, upperclassmen, faculty and others can help you determine which major might be a good fit for you. Visit the Networking section of this guide for more about the process, and view sample informational interview questions on the next page.

Continue Exploring
In addition to informational interviews with fellow students, faculty, and Tufts alumni, …

• Visit Explore Careers & Majors on the Career Center site for What Can I Do With This Major? which allows you to explore career options across a variety of majors, and Focus 2, a career guidance tool to explore your interests, personality, competencies and values and how they connect to possible majors and careers.
• Check out the websites of Tufts academic departments for info on majoring in that discipline, courses offered, and faculty.
• Get advice from your advising dean in Dowling Hall.
• Think about which competencies you would like to develop, or which classes your ideal major would include.

CHOOSE A MAJOR AND RESEARCH CAREERS

Some students arrive at Tufts knowing what they want to major in, but many more spend the first few years exploring their options. Speak with a career advisor if you have questions about how your major may impact your future career options.

Good news: Unless you are planning to enter a technical field, such as engineering, you can obtain the competencies necessary to succeed through any of the 70+ majors offered at Tufts.

You will excel at a major if you select a subject area that you enjoy studying. Ask yourself: Which classes have you liked so far? Are there others you are curious about?

Remember: Selecting a major and selecting a career are not the same thing. The following tasks will help you as you make decisions related to majors.

Major Myths

Myth: Only certain majors are practical when it comes to finding a job.
Reality: Employers are more interested in your competencies and experience than any specific major. Liberal arts & engineering students gain a variety of transferable skills or “soft skills” that are highly valuable to employers.

Myth: If I want to go to law school or medical school, I have fewer choices for majors.
Reality: There is no required major for law school or medical school. Your ability to think analytically and communicate clearly will be important for law and medicine. In addition, Tufts Student Services has pre-law and pre-health advisors to discuss the requirements for law and medical schools.

Myth: Majoring in engineering will limit me to working only in engineering.
Reality: Engineering skills and expertise are more valuable than ever in a variety of fields. Tufts Engineering students have pursued careers in technical writing, finance, law, medicine and more.
The more you know about various career fields, employers and types of jobs within organizations, the easier it will be to find internships and jobs, or decide to apply to graduate school.

We encourage you to see a Career Advisor to discuss ways to research your career options. You can also gather plenty of information at the career fairs and career education and networking programs we hold throughout the year.

Explore Careers Through Networking

Experienced professionals can share advice about industries, organizations and required skills. They may be able to connect you with resources for potential internship and job opportunities.

As you conduct research and discover career paths that match your competencies and interests, the Tufts Career Networking Group and other Tufts groups on LinkedIn are valuable resources. If you aren't sure how to begin this conversation or which questions to ask, visit the Networking section of this guide.

While you explore career fields through networking and the many resources described in this guide and online, ask yourself:

1. Can I see myself working in this particular career area?
2. Does it match with my interests as well as I had anticipated?
3. Will it afford me the lifestyle I seek?
4. Does it use my top competencies and match my top values and strengths?

Learn about Majors and Career Fields Through Informational Interviewing

As you get started, keep these things in mind:

Have fun! You’re asking questions to gain an insider’s view of a major and/or career field. It’s a short discussion, not something that should intimidate you.

Ask your friends about their majors or the career fields they intend to pursue, and then ask them for names of other people who could help you. Get a variety of opinions so you can see many sides of the same story.

• Why did you choose your major?
• Why are you interested in this career field?
• What do you like/dislike about the major/career path?
• Which competencies have you strengthened through your major? How do they relate to your field of interest?
• What does your four-year schedule look like?
• What do you want to do after you graduate?
• Who are the most interesting professors and what were the most helpful classes you took?

Factors to Consider in Career Research

Education and skill requirements: What educational background or specific competencies does this career field typically require? Will you need a graduate degree to get a job?

Typical positions: Where does an entry-level or experienced employee fit within this field? How do responsibilities vary at different levels?

Day-to-day job operations: What does a typical day look like for an employee in this field? How do the roles of various team members differ?

Industry trends and developments: What is the future of this field? Trends? Is it expanding?

Personality traits/experiences valued by the field: Which traits are necessary for success? Are there experiences that many in this field share?

Salary information: What type of salary can you anticipate, given your education and experience level? What is the salary range for the field as you progress? Visit the Salary and Cost of Living page (Explore Careers and Majors section of the Career Center site) for tools to help you.

Recruiting strategies: How do responsibilities vary at different levels? Experienced professionals can share advice about industries, organizations and required skills. They may be able to connect you with resources for potential internship and job opportunities.

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WRITE RESUMES AND COVER LETTERS

Your resume is a summary (the big picture) of your competencies and experiences, both paid and unpaid. A cover letter, meanwhile, mentions specific aspects of your background that are relevant to a particular opportunity. You may have one or two versions of your resume, but you’ll have a customized cover letter for each position. Together, the documents are marketing tools that show how you meet an employer’s needs.

Your resume and cover letter are also examples of your writing skills and attention to detail, so treat them like important homework assignments! Have both documents reviewed by a career advisor or career fellow before sending to an employer.

EVALUATE YOUR RESUME
- Includes basic information, i.e., contact info, education, GPA (if 3.0 or higher), study abroad (if applicable), experience
- Highlights paid/unpaid work, volunteering and activities, along with organization name, location (city/state or city/country), dates and title/role
- Lists entries in reverse chronological order by section (current/most recent to oldest)
- Bulleted descriptions begin with strong skill-based verbs (see Career Center website for a list) and not “Responsible for…”; use present tense for ongoing work
- Presents info concisely and gives sufficient detail; results are quantified (when possible) to prove effectiveness

EVALUATE YOUR COVER LETTER
- Addresses a specific person, e.g., Dear Mr./Ms. (ideally) or “Dear Hiring Manager,” but not “To Whom It May Concern”
- Focuses on competencies/experiences (especially accomplishments!) that relate to the organization/position, without repeating everything from your resume
- Demonstrates enthusiasm, personality and knowledge of the organization/position; written in your own style
- Includes an opening paragraph (the position name and how you learned of it; why you are interested in the career field/organization/position); a body paragraph or two (competencies that match the employer’s needs and experiences that show how you acquired them; relevant personal traits); and a closing paragraph (when and how you’ll follow up and your contact info)

EVALUATE THE COMPLETE APPLICATION
- Both documents are one page in length (experienced professionals and grad students may have a longer resume)
- Neat with appropriate spacing and consistent font usage (e.g., 10-12 point Times New Roman); margins 0.5 in. or greater
- Uses bold, italics and capitalization sparingly
- Easy to read; eyes drawn to important information; free of grammatical, typographical and spelling errors
- Uses language and keywords from the job description when possible
- Emphasizes your strengths and highlights what is unique about your competencies/experiences

ASK YOURSELF: If you were leading an interview based on this resume and cover letter, which two questions might you ask? What additional info would you like to have?

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Name

Address, City, State ZIP • Cell Phone • Email

EDUCATION

Tufts University, Medford, MA
Bachelor of Arts in International Relations (Middle Eastern Focus), Minor in Finance
GPA: 3.78; SAT: 2150


Modeling and DCF Valuation using Excel: Two day seminar taught by Wall Street Prep, November 20xx

University of Queensland, Brisbane, Australia — GPA: 6 (out of 7) Spring 20xx

FINANCIAL EXPERIENCE

Neuberger Berman New York, NY
Portfolio Management Intern and Legal & Compliance Intern June – August 20xx

- Reviewed and analyzed portfolio holdings as part of ongoing due diligence efforts of industry-leading equity portfolio manager specializing in master limited partnerships ($2.5B AUM as of 8/20xx)
- Prepared a report on future prospects of liquid natural gas and presented findings to portfolio management group
- Reviewed investment management agreements with attorneys in legal & compliance department and documented specific terms, including most favored nation clauses, for institutional and high net worth clients
- Studied articles from industry publications involving regulatory actions and fines imposed on financial firms and developed summaries for inclusion in firm’s annual training presentations
- Developed filing system for documentation associated with pledge and lien accounts at firm
- Partnered with firm’s corporate social responsibility arm and Association to Benefit Children by volunteering to help underprivileged children explore New York Metropolitan Museum of Art

Wealth Management Intern – Dallas, TX June – August 20xx

- Prepared client asset analyses in Microsoft Excel for meetings with high net worth and ultra-high net worth individuals
- Updated client information in computer database to ensure that portfolio managers had current information
- Provided initial training to new full-time employee including instruction on compiling asset summaries
- Researched charitable foundations, leading to several trials on new clients

Wellington Capital Brisbane, Australia Intern April – June 20xx

- Coordinated with shareholders regarding upcoming shareholder votes in funds collectively worth $230M AUD
- Assisted supervisors by compiling and binding research materials, helping with mailings, and printing as required

LEADERSHIP

Tufts Financial Group Medford, MA
Vice President September 20xx – Present

- Serve on the executive board of a student-run investment group managing $150,000
- Lias with alumni to develop outreach initiatives such as finding alumni speakers and coordinating events
- Led a team of 20 students and analyze and identify high potential, undervalued stocks and present to TFG members
- Research and pitch companies for inclusion in portfolio; successful pitches include Expensify and Bonobos
- Mentor cancer analysts by explaining financial metrics and valuation methods, including DCF and Comp
- Initiated Analyst Resource Center with 100+ books and additional online resources with industry expertise and advice

Office of Residential Life and Learning, Tufts University Medford, MA
Resident Assistant August 20xx – Present

- Advise 40 undergraduate students, organize floor programs, and help resolve personal, academic, and administrative issues
- Monitor two dormitories, ensuring the safety and security of 300 residents
- Participate in extensive training focused on community building and conflict resolution

Tufts Consulting Collective Medford, MA
Project Manager January 20xx – Present

- Learn a team of student consultants to provide pricing and marketing strategy for a media start-up
- Perform financial valuation for the company to attract investors

SKILLS AND INTERESTS

Language: Fluent in English and Chinese, Proficient in French
Computer: Proficient in Visual Basic, Excel, PowerPoint, Bloomberg, Desklogic, SAS, and Stata
Interests: Rafting, Rock Climbing, Soccer, and Historical Fiction

EDUCATION

Tufts University, Medford, MA
Bachelor of Science in Computer Science, May 20xx
Minor: Music Engineering
GPA: 3.53, Dean’s List

TECHNICAL SKILLS

Software/Tools: Microsoft Office; AutoCAD, MATLAB, GarageBand, ProTools, Sibelius, Reason, Digital Performer
Programming Languages: Visual Basic, C/C++, Java, Python

RELEVANT COURSES & PROJECTS

Computer Architecture; The Art of Commercial Software Development; Programming Languages; Music Apps on the iPad; iPod and Software Design and Analysis; Music Information Retrieval; Music & Art of Engineering; Computer Tools for Musicians; Acoustics

Electronic Musical Instrument
- Designed and built electronic musical instrument with two other teammates
- Programmed computer to interpret signals based on colors pressed by musician

Problem Solving Through Software Design
- Designed program that simulated navigation over Earth’s surface
- Built software program that simulated and visualized how plants grow

EXPERIENCE

Stevenson Lumber Co., Stevenson, CT Yard Helper/Delivery Truck Driver Dates

- Promoted to delivery truck driver from yard helper after six weeks, based on performance and dependability

River Restaurant, Derby, CT Waiter/Bar Jack Dates

- Interacted with wait staff and bartenders to produce quality teamwork and open communication during peak business hours
- Demonstrated adaptability to high pressure environment with strict time constraints

VOLUNTEER ACTIVITIES

Kid’s Day, Tufts University Dates

Toys for Tots, Tufts University Dates

Big Brother/Big Sister, Boston, MA Dates

No Home’s Club, Dodge Ball Benefit Game, Tufts University Dates

ATHLETICS

Tufts University Varsity Football

Received honors including:
- NECAC All-Academic Team
- NECAC First Team Special Teams
- All NECAC Second Team Defensive Back

Tufts University Varsity Track

Recreational: snowboarding, sailing, hiking, basketball, golf, and swimming
NAME

Tufts University, Medford, MA 02155 • phone number
student@gmail.com

EDUCATION
Tufts University, Medford, MA
Bachelor of Science in Chemical Engineering, May YYYY
GPA: 3.53

RELEVANT COURSES
Engineering: Physical Chemistry of Polymers, Hazardous Waste Treatment Technology
Chemical and Biological Separations, Surface and Colloid Chemistry, Reactor Design,
Intro to Material Science, Applied Numerical Methods, Intro Computer Science,
Intro to Computing in Engineering, Data Structures, Process Dynamics and Controls
Sciences: Physical Chemistry, Organic Chemistry, Biochemistry

ENGINEERING EXPERIENCE
Aramco Services Company
Gas Separations Intern, Cambridge, MA, May YYYY – Present
- Casted membranes for post processing and characterization
- Experimented with various hollow fiber dopes and conditions
- Functionalized membranes using cross-linking techniques
- Investigated mechanical and thermal properties of various polymers
- Conducted single gas tests for performance testing

Smart Polymers, Membranes and Separations Laboratory
Undergraduate Research Assistant, Tufts University, MA, January XXXX – May YYYY
- Manufactured polymer membranes and dyed for filtration tests
- Collected and modeled diffusion rate data on different dyes
- Synthesized fluoropolymers for brackish water testing
- Characterized novel copolymer membranes using FTIR and TGA
- Tested frank wastewater flux and fouling resistance

Bits Bytes & Bots
Instructor, Anytown, NY, June – August YYYY - XXXX
- Taught multiple classes involving Robotics, Game Maker, and Scratch
- Guided 20-30 campers through their daily schedule
- Solved any issues that arose between students and with the camp’s computers
- Created curriculum for other instructors to use in future classes

Marine Biotechnology Laboratory
Intern, University of Connecticut, Stamford, CT June – August YYYY
- Cultivated and gathered seaweed plants in labs and rivers
- Investigated the fluorescence of ground seaweed
- Practiced the necessary skills and procedures of a biology lab

SKILLS
Lab: Polymer synthesis, characterization, NMR, DSC, FTIR, TGA, DMA
Computer: Visual Basic, C++, Python, HTML and CSS
Language: Proficient Spanish

ACTIVITIES
American Institute of Chemical Engineers, Secretary, September XXXX – Present
Games & Things, Co-founder and Treasurer, September YYYY – Present
TEDxTufts, June XXXX – Present

NAME

Tufts University, Medford, MA 02155 • phone number
student@gmail.com

EDUCATION
School of the Museum of Fine Arts at Tufts University
Bachelor of Fine Arts in Studio Art, Photography concentration, expected May 20XX
Relevant Coursework: Black & White Photography, Basic Lighting, Narrative in Photography, Large Format Photography

ARTS EXPERIENCE
Commercial Photography Studio
Photography Lab Assistant, Boston, MA
- Collaborate with photography staff in all aspects of production, location scouting, packing still life objects for shoots, portfolio reviews and returns, answering phones and filing

Studio ABC
Freelance Photographer, Cambridge, MA
- Photographed various bands and celebrities for CD covers, editorials and advertisements
- Clients included: Spin, Details, Sony

XYZ Photographic Gallery
Gallery Assistant, New York, NY
- Reviewed artist portfolios, handled client relations, maintained digital inventory and executed bulk mailings

ADDITIONAL EXPERIENCE
SMFA Career Center
Peer Career Advisor, Boston, MA
- Assisted department with social media, student outreach and program planning

Westside Medical Center
Administrative Assistant, New York, NY
- Performed general office duties including answering phones, greeting patients, handling correspondence, filing and computer database input

COMPUTER AND LANGUAGE SKILLS
Mac/PC proficient: Adobe Photoshop, InDesign, Illustrator, Lightroom, Flash, Capture One, ImageReady, FlexColor
Adobe Dreamweaver and Basic HTML
MS Word, PowerPoint, Excel
Fluent in Spanish, Proficient in French

TECHNICAL SKILLS
Cameras: Canon and Nikon DSLR systems, Hasselblad digital backs, Mamiya
Large format: 4 x 5 and 8 x 10
Printing/Processing: Epson digital printing, b&w printing and processing
Retouching skills: color correction, photo retouching
Lighting: tungsten and strobe lighting
Name

Tufts University, Medford, MA
Master of Arts in Urban and Environmental Policy and Planning, Month, Year
Area of Concentration: Water – Systems, Science, & Society

University of Iowa, Iowa City, IA
Bachelor of Arts in Anthropology, cum laude, Month, Year
Latin American Studies, Certificate, Month, Year

Planning & Sustainability

Tufts University, Medford, MA
Campus Sustainability Council - Water Sub-Committee member, Dates
- Selected by Tufts President to collaborate with faculty, staff and students on water-wise sustainability policy
- Created strategic plan to implement community outreach and education by university staff

Massachusetts Department of Environmental Protection, Boston, MA
Bureau of Waste Prevention, Organics Waste Ban Intern, Dates
- Researched food waste management by commercial and industrial sectors
- Streamlined database for quicker and easier data retrieval
- Designed public educational material for website, resulting in 10,000 views daily

Tufts University, Medford, MA
Research Assistant for Name of Professor, Dates
- Investigated shrinking cities and innovative community engagement process
- Conducted phone interviews with six key stakeholders for upcoming book on Smart Decline
- Researched and developed synopsis of death histories, discovering important themes for further research
- Analyzed data-coding requirements and trained two undergraduate students

Conservation & Design

Self-employed organic gardening, Iowa City, IA
Entrepreneur, Dates
- Founded and managed organic gardening business specializing in elderly client needs
- Introduced dozens of native species plantings
- Reduced chemical pesticide/herbicide usage
- Educated clients on water conservation techniques
- Installed five eco-friendly compost bins and educated 50 residents on usage

Rainbow Grocery Coop, Inc, San Francisco, CA
Worker-Owner Produce Receiver and Retail, Dates

Produce Department Secretary, Dates
Ecology Committee, Dates
- Revised record keeping structure, managed meeting notes and agendas, and facilitated Produce Department policy review
- Elected to store-wide Ecology Committee to research and advise on updated eco-friendly products and policy
- Led educational initiative resulting in ban on single-use petroleum based plastic bags and subsequent reduction of environmental impact on local waterways and Pacific Ocean
- Collaborated with multiple retail organizations, city and industry leaders to design new compostable produce bags
- Stocked and maintained large inventory of fresh, local, and organic fruits and vegetables

Veritable Vegetables, San Francisco, CA
Warehouse, Dates
- Selected to manage produce selection for key clients in premium grocery stores and upscale restaurants
- Mentored, trained and reviewed five groups of 3-5 new hires

Mandeville Gardens, Millbrae, CA
Gardener, Dates
- Maintained eight of Bay Area’s most outstanding gardens

Community Engagement & Communications

Tufts University, Medford, MA
Graduate Economics Teaching Assistant, Start Date - Present
- Teach students one-on-one and in groups to reinforce difficult microeconomic concepts
- Monitor student learning and provide feedback to the professor

Ruby’s Pearl, LLC, Iowa City, IA
Educator & Entrepreneur, Dates
- Founded and operated retail and community space featuring local art
- Supervised 20 volunteers; created and led training program
- Presented research and wellness information to university groups and private clients
- Managed email list-serve and marketing materials
- Organized community events such as in-store readings, art evenings and educational conferences
- Connected customers to community support and health services
- Co-authored advice column in the Little Village newspaper

Proteus, Inc, Muscatine, IA
Program Specialist & Migrant Farm Worker Health Aide, Dates
- Guided migrant farm workers to education, employment, and health services
- Provided Spanish/English interpretation and transportation for health-related appointments
LEADERSHIP

Leadership Alliance Program, Tufts University, Medford, MA, Start Date - Present
- Promote participation of underrepresented groups in STEM education and professions by mentoring and lecturing diverse undergraduates conducting scientific research
- Advise and address students as part of outreach by Leadership Alliance, Morehouse College, Spelman College and Ronald E. McNair Scholars programs
- Engage and recruit students at graduate seminars held at Northeastern University GEM graduate workshop and UMass Boston outreach days

Tufts University Chemistry Department, Medford, MA, Start Date - Present
Teaching Assistant
- Conduct laboratory experiments for engineering, general, and upper level chemistry students
- Train and supervise students in using gas chromatography mass spectrometer, inductively coupled plasma spectrometer, and atomic absorption spectrometer
- Evaluate students on all experiments and projects
- Guide students in developing ideas on procedure and presentations for final semester projects
- Lead weekly review and problem solving sessions to supplement class lectures

INSTRUMENTATION, SKILLS & PROGRAMS

Nd:YAG, Pulsed Laser System
Optical Alignment
Inductively Coupled Plasma Spectroscopy
UV-Vis spectrometry
Gas Chromatography-Mass Spectrometry
FT-IR Spectroscopy

PROFESSIONAL ASSOCIATIONS & AWARDS

American Chemical Society, Year – Present
National Organization for the Advancement of Black Chemist & Chemical Engineers, Year – Present
National Alumnae Association of Spelman College, Boston Area Chapter, Year – Year
Women in Science and Engineering NASA Program, Spelman College, Year – Year

PUBLICATIONS, PRESENTATIONS & CONFERENCES

Author A; Author B; Author C; Author D "Diffusing photo-oxidation mechanisms: Electron transfer in TiO₂ vs. In-doped TiO₂." Langmuir Year, Accepted
Author B; Author A; Author C; Author D "The effect of iron doping on the adsorption of methanol on TiO₂ probed by sum frequency generation." Chem. Phys. Year. Vol. 339. 86-93
Author A; Author B; Author C; Author D "Probing the Performance of Mixed-Phase Titanium Dioxide Photoanodes: Synthesis, Characterization, Testing." Nanoscape Year. Vol. 2 (1). 49-55
"Photocatalytic and spectroscopic studies of an environmentally relevant surface." Presentation at the 24th Annual Fall ACS conference; Boston, MA, Month Year.

PROFESSIONAL SUMMARY

PhD candidate in Chemistry with career interests in environmental science, educational policy, and research in the nonprofit sector

EDUCATION

Tufts University, Medford, MA
PhD Candidate in Chemistry, Expected Graduation: Month, Year
Thesis Area: Modification of Titanium Dioxide for Waste Water Remediation

Spelman College, Atlanta, GA
Bachelor of Science in Chemistry, Month, Year

NONPROFIT EXPERIENCE

Science From Scientists (SFS), Everett and Winchester Public Schools MA, Start Date - Present
- Teacher
  - Develop and teach science modules and lesson plans targeting middle school students
  - Design modules to align with curriculum, learning requirements and MCAS testing
  - Trained and mentored five new teachers in the classroom

National Alumnae Association of Spelman College, Boston Area Chapter, Dates
Philotropic Chair
- Secured more than $10,000 in funding and in-kind donations for three annual Black Print Conferences for middle and high school girls working to prevent youth violence
- Initiated partnerships with corporate sponsors, which resulted in donations from Panera Bread, Whole Foods, Coca-Cola, Popchips, and b.good
- Managed all financial records, reporting, and transactions over a four-year period

STEM RESEARCH

Tufts University Chemistry Department, Medford, MA, Start Date - Present
Graduate Research Assistant
- Train and supervise four undergraduates and graduate students in synthesis, analysis and chemistry techniques
- Organize and analyze all data collected for professional conferences and written publications
- Break down organic waste in water by synthesizing nanoparticle sized iron and tungsten doped titanium dioxide from inorganic and organic precursors
- Develop methods to quantify photoefficiency increase in iron doped ultra nanoparticles
- Characterize titanium dioxide using multiple wet chemistry and spectroscopy techniques

Spelman College Chemistry Department, Atlanta, GA, Dates
Research Assistant
- Initiated a partnership between Northwestern Environmental Engineering and Spelman Labs
- Quantified efficiency by analyzing products from a Titanium dioxide reactor
- Used solid phase microextraction to separate multiple compounds for identification
- Used two dimensional gas chromatography with time of flight mass spectrometry to identify compounds from the reactor

Northwestern University Environmental Engineering Department, Evanston, IL, Dates
Research Assistant
- Synthesized and prepared large titanium dioxide powders using a wet chemical process
- Performed characterization experiments using x-ray diffraction to identify crystallinity
- Built photoreactor to test photocatalytic efficiency of titanium dioxide film
Dear Mr./Ms. Last Name,

I am following up on our email conversation about an Arts Administration Internship next spring at [Nonprofit Arts-Related Law Firm]. Thank you for your help in learning more about this opportunity. As a Tufts University senior, a dancer, and an aspiring lawyer, I am strongly aligned with the mission of your organization, and I am eager to work with you.

I have developed the organizational and interpersonal skills that your internship requires, along with a foundation of legal knowledge that I acquired as an intern last summer. Working as a legal research intern at McCarter and English LLP in Boston, I managed a variety of tasks, from writing legal memoranda to reviewing documents. This experience offered valuable training and confirmed my passion for the law, an enthusiasm that I look forward to bringing to [name of organization].

Through dancing at the Boston Ballet School for fourteen years and studying with students from the Berklee College of Music, I am familiar with the Boston arts community. I continue to dance and to encourage the arts as vice president of a dance troupe at Tufts. Your internship matches well with my interests and would allow me to continue to use the skills and knowledge I developed at McCarter and English.

I believe my administrative experience will also be an asset to [name of firm]. As a student assistant at the Tufts Career Center, I have worked on event planning projects that encouraged my independence and initiative. In addition, this position has proven my ability to prioritize tasks and interact in a professional setting with students, parents, faculty, and employers.

It would be an honor to contribute to your mission. Thank you for reviewing my background. You may contact me at name.name@tufts.edu or 000-000-0000.

Sincerely,

Your Name

Please Note: These letters were written by Tufts students. Keep in mind that the students customized content for specific positions, highlighting their most relevant skills, knowledge, and experience. These are not templates to be copied.
WRITE CURRICULUM VITAE

A curriculum vitae (also known as a vita or CV) provides a comprehensive overview of your academic and professional credentials and achievements. If you have or are pursuing a master’s or doctoral degree, you will need to submit a CV when applying for teaching or research positions at colleges, universities, or research institutions.

How does a CV differ from a resume?
The primary differences between a resume and a CV are length, specialized content, and audience. A resume is typically a one-page document, while a CV is typically two to four pages for junior faculty and longer for more experienced individuals. Both documents summarize education, experience and skills, but a CV expands on that info and contains more detail and other sections.

Remember: No two CVs are alike.
Conventions vary by field; therefore, it is important to seek advice (and samples!) from advisors and others in your department.

Sections to Include on Your CV

- **Contact information:** Name, address, phone, email, link to an online portfolio if you have one
- **Education:** School names, locations, degrees, graduation dates, thesis/dissertation title and advisor name
- **Research:** Current & past projects
- **Teaching Experience:** Course title/level and your role, e.g., Lecturer, TA
- **Teaching/Research Interests**
- **Publications:** Journal articles, chapters, etc. — include both published and “under review” items
- **Presentations/Invited Talks/Conference Posters & Papers:** Include names, titles and locations
- **Advising/Mentoring:** Can combine with teaching, depending on length
- **Service:** Can include both departmental and community service
- **Awards/Honors/Grants/Fellowships:** Can combine with education, depending on length
- **Professional Memberships:** Include volunteer positions, if applicable
- **References:** Name, title, department, school, city/state, phone, email
- **Skills/Languages:** List if relevant
- **Additional sections:** Optional — these vary by field; discuss with your advisor

EVALUATE YOUR CV

- **Is It Informative?**
  - Basic subheadings included, i.e., education, teaching, research, presentations/publications, service
  - Works in progress included, e.g., current degree program, teaching and research responsibilities, draft publications
  - Contains only essential, relevant information for an academic position
  - Info presented concisely and elaborated on in sufficient detail

- **Is It Persuasive and Memorable?**
  - Emphasizes your strengths
  - Highlights what is unique about your skills/experiences
  - Demonstrates a central interest or theme, e.g., research area, leadership, teaching experience

- **Is It Visually Appealing?**
  - Looks neat with appropriate spacing and clear headings
  - Easy to read; eyes drawn to important information
  - Sections presented in a parallel format and style, i.e., active verbs; consistent use of typeface; parallelism within sections
  - Free of grammatical, typographical and spelling errors

**Ask Yourself:** If you were leading an interview based on this CV, which two questions might you ask? What additional info would you like to have?

Additional Resources
Visit the CV section of the Career Center website for these and more:
- Links to sample CVs for a variety of fields
- GoinGlobal, featuring country-specific CV advice and samples
- Helpful articles from the Chronicle of Higher Ed & other publications

NAME
Local address · phone number · Tufts email

EDUCATION
Tufts University, Medford, MA
Ph.D. in History, Date
Dissertation: “Politics in Working Class Los Angeles,” parsed with distinction
Dissertation Advisor: [Name of Advisor]
Fields for qualifying exams: Urban America, History of American Journalism
M.A. in American History, Date
Master’s Thesis: “The Use of Video in Presidential Campaigns”
University of Southern California, Los Angeles, CA
B.A. summa cum laude in History, Date
Honors Thesis: “The Nixon Administration”

FELLOWSHIPS AND AWARDS
- Postdoctoral Fellowship, Tufts University, Dates
- Interdisciplinary Fellowship, Tufts University, Dates
- Travel Grant, University of Southern California, Date

TEACHING AND RESEARCH INTERESTS
- Media and Memory; Journalistic History of America; Class and Politics in 20th-Century America; The American Working Class; Political History of Los Angeles

TEACHING EXPERIENCE
- Tufts University, Medford, MA
  - Lecturer, Dates
  - Taught “Name of course.” Designed course structure and requirements; lectured and administered all grades.
- Adjunct Instructor, Dates
  - Taught “Name of course.” Created syllabus; lectured and administered grades.
- Teaching Assistant, Dates
  - Assisted [Name of Professor] in his course “Title of course.” Helped create curriculum; composed exams and term paper assignments; led weekly discussion sessions; graded all written work and determined final grades.

RESEARCH EXPERIENCE
- Tufts University, Medford, MA
  - Postdoctoral Fellow, Dates
  - Conduct research on the history of the working class in the United States from 1900–1940. Article accepted by Journal of American History, publication forthcoming.
- New York Historical Society, New York, NY
  - Researcher, Dates
  - Researched issues in New York City history; selected writers for publications and exhibits.
CV SAMPLE

Please note: To conserve space, some sections from this sample have been condensed to show only the first three listings.

Name
Curriculum Vitae
Street Address • Medford, MA 02155 • phone number • email address

EDUCATION

Ph.D. Experimental Psychology  Tufts University  Year (expected)
Advisor: Name

M.S. Experimental Psychology  Tufts University  Year
Advisor: Name

B.A. Mathematics, Psychology  The State University of New York  Year
College at Potsdam (SUNY Potsdam)

PUBLICATIONS

Last name, A. B., Last name, C. D., Last name, E. F., Last name, G. H., & Last name, I. J. (Year). Stereotypes, warnings, and identity-related variables influence older adults’ susceptibility to associative false memory errors. *Gerontology, 57* (S2), S206-S215. doi:10.1093/geront/gnx057


WORK UNDER REVISION


Last name, A. B., Last name, C. D. (R&R). Reducing the consequences of acute stress on memory retrieval. *Journal of Applied Research in Memory and Cognition*

WORK IN PREPARATION

Last name, A. B., Last name, C., Last name, D. E., & Last name, F. G. (in prep). Criterial learning is not enough: retrieval practice is necessary for improving post-stress memory accessibility.

Last name, A. B., Last name, C. D., Last name, E. F. & Last name, G. H. (in prep). Psychological stress differentially affects learning of misinformation for young versus older adults.

Last name, A. B., Last name, C. D., & Last name, E. F. (in prep). Frequent testing in the classroom promotes mastery of new concepts.

TEACHING EXPERIENCE

Instructor on Record, Cognition  Wellesley College  S Year
Lab Instructor, Statistics for the Behavioral Sciences  Tufts University  F Year, S Year,
Teaching Assistant, Cognitive Psychology  Tufts University  F Year, S Year
<table>
<thead>
<tr>
<th>Name</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FUNDING</strong></td>
<td></td>
</tr>
<tr>
<td>Center for Applied Brain and Cognitive Sciences Full Grant (Monetary amount)</td>
<td>Year - Year</td>
</tr>
<tr>
<td>Co-investigator with [Name]</td>
<td></td>
</tr>
<tr>
<td>Title: The Positive and Negative Consequences of Acute Stress on Memory</td>
<td></td>
</tr>
<tr>
<td>Tufts Collaborates! Seed Grant (Monetary amount)</td>
<td>Year - Year</td>
</tr>
<tr>
<td>Co-investigator with [Name]</td>
<td></td>
</tr>
<tr>
<td>Title: Stress and Memory in the Elderly</td>
<td></td>
</tr>
<tr>
<td>Psychology Department Graduate Fellowship, Tufts University (Monetary amount)</td>
<td>Year</td>
</tr>
<tr>
<td><strong>HONORS AND AWARDS</strong></td>
<td></td>
</tr>
<tr>
<td>Graduate School of Arts and Sciences Outstanding Academic Scholarship (Doctoral Level) Award, Tufts University</td>
<td>Year</td>
</tr>
<tr>
<td>Society for Psychophysiological Research Student Travel Award</td>
<td>Year</td>
</tr>
<tr>
<td>The Psychonomic Society Graduate Travel Award</td>
<td>Year</td>
</tr>
<tr>
<td><strong>CHAIR SYMPOSIA</strong></td>
<td></td>
</tr>
<tr>
<td>Last name, A. B. (Year, Month). Symposium Chair. <em>Is Performance Best With or Without Stress? Examining the Relationship Between Stress and Cognition</em>. 28th annual meeting of the Association for Psychological Science, Chicago, IL.</td>
<td></td>
</tr>
<tr>
<td><strong>TALKS</strong></td>
<td></td>
</tr>
<tr>
<td>Last name, A. B. (Year, Month). <em>Stress and memory... and skydiving</em>. Talk given at the annual Tufts University Psychology Department Data Flash Symposium, Medford, MA.</td>
<td></td>
</tr>
<tr>
<td>Last name, A. B., &amp; Last name, C. D. (Year, Month). <em>The good and the bad about stress and memory</em>. Talk given at the International Conference on Memory, Sydney, Australia.</td>
<td></td>
</tr>
<tr>
<td>Last name, A. B., Last name, C. D. &amp; Last name, E. (Year, Month). <em>Source Confusion or Source Skepticism When Under Stereotype Threat</em>. Talk given at the 57th annual meeting of the Psychonomic Society, Boston, MA.</td>
<td></td>
</tr>
<tr>
<td><strong>CONFERENCE POSTERS</strong></td>
<td></td>
</tr>
<tr>
<td>Last name, A.B., Last name, C. D., Last name, E., &amp; Last name, G. F. (Year, Month). <em>Critical learning is not enough: retrieval practice is necessary for strengthening memory against stress</em>. Poster to be presented at the 28th annual meeting of the Psychonomic Society, Vancouver, British Columbia, Canada.</td>
<td></td>
</tr>
<tr>
<td>Last name, A. B., Last name, C., &amp; Last name, D. E. (Year, Month). <em>Learning to criterion strengthens memory against psychological stress</em>. Poster to be presented at the 29th annual meeting of the Association for Psychological Science, Boston, MA.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONFERENCE POSTERS, continued</strong></td>
<td></td>
</tr>
<tr>
<td>Last name, A. B., &amp; Last name, C. D. (Year, Month). <em>Using retrieval practice to protect memory against stress</em>. Poster presented at the 56th annual meeting of the Society for Psychophysiological Research, Minneapolis, MN.</td>
<td></td>
</tr>
<tr>
<td><strong>MENTORSHIP</strong></td>
<td></td>
</tr>
<tr>
<td>Summer Intern, Center for Applied Brain and Cognitive Science, Tufts University</td>
<td>Year</td>
</tr>
<tr>
<td>Senior Thesis Project, Tufts University</td>
<td>Year</td>
</tr>
<tr>
<td><strong>SERVICE</strong></td>
<td></td>
</tr>
<tr>
<td>Member, Graduate Education Committee, Tufts University</td>
<td>Year - Year</td>
</tr>
<tr>
<td>Invited Member, Faculty Search Committee for Applied Cognition Assistant Professor, Tufts University</td>
<td>Year</td>
</tr>
<tr>
<td>Invited Panelist, Q&amp;A Panel for Undergraduates Interested in Graduate School in Psychology, Tufts University</td>
<td>Year</td>
</tr>
<tr>
<td><strong>SELECT INTERVIEWS AND MEDIA COVERAGE</strong></td>
<td></td>
</tr>
<tr>
<td>• “Five proven hacks to help students tackle revision.” <em>The Guardian</em>, Month, Year.</td>
<td></td>
</tr>
<tr>
<td>• Reddit Memory AMA (ask me anything) with 7,000+ upvotes. Permanently archived by <em>The Winower</em> at <a href="https://doi.org/10.15200/win.148129.91464">https://doi.org/10.15200/win.148129.91464</a>. Month, Year.</td>
<td></td>
</tr>
<tr>
<td>• “The science of studying: How students can put their brains to best use.” <em>CBC News</em>, Month, Year.</td>
<td></td>
</tr>
<tr>
<td><strong>AFFILIATIONS</strong></td>
<td></td>
</tr>
<tr>
<td>American Psychological Association of Graduate Students Association for Psychological Science Eastern Psychological Association Psi Chi, The International Honor Society in Psychology Psychonomic Society Society for Psychophysiological Research</td>
<td></td>
</tr>
<tr>
<td><strong>METHODOLOGICAL SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td>MATLAB, E-Prime, SPSS, Psychophysiology (pulse plethysmography, cortisol radioimmunoassay analysis)</td>
<td></td>
</tr>
</tbody>
</table>
Networking is a process of collecting useful information. In thinking about careers, it’s a form of research into majors, career paths, internships, jobs, graduate school and more.

Speaking to people — family, friends, fellow students, professors and supervisors — helps you learn more about the world of work and where you best fit. Networking can be serendipitous (e.g., chatting in line at a coffee shop) or strategic (e.g., planning an informational interview).

### Informational Interviews

#### Most popular example of strategic networking

Informational interviews are conversations with people who can give you insider perspectives on jobs, employers, or industries. They allow you to brainstorm with knowledgeable individuals about your career interests, enlist expert guidance, share your goals, and position yourself as a potential candidate for the future.

Like all networking, informational interviewing is a form of research. Determine learning goals according to your stage of career development. First year students may focus on career exploration; seniors launching a job search may be more tightly focused on specific occupations or industries.

#### Elevator Scripts

**Connecting with people you don’t know**

Be ready for surprise opportunities by preparing an elevator script, a 30-second statement introducing yourself with a few key facts. Mention your major or majors you’re considering, and 1-2 things about your background that relate to potential career interests.

#### 3 Steps to an Informational Interview

**Goal Setting**

Perhaps you want an internship. Or maybe you’re a senior feeling overwhelmed at the prospect of a job search. Getting an internship or a job is a Big goal, involving many smaller goals. Make the process more manageable by breaking your goal into steps that are clear and measurable. Schedule a meeting with a Career Advisor to guide you through this process. Once you have a better sense of your competencies, interests and values, you’re ready to explore where you best fit in the workplace. Ask yourself, “Who has firsthand knowledge and experience to help me figure this out?” Make a list of people/primary sources.

**Exchange of Information**

At an informational interview, you’ll be talking with busy people so make the most of their time. Prepare as if it were a presentation or exam. Design questions to get info about a job, company or industry that can’t be found online. Consider the details that will be helpful in your search and use open-ended questions:

- Which skills are most valuable in this field?
- What’s your ideal profile when hiring a new team member?
- Are there courses or activities that would help me prepare for this work?
- If you were in my position, with an interest in ________, what steps would you take today?
- Based on my interests, who else should I be talking to?

Be ready to answer questions about yourself and your interests, too!

**Follow Up**

How will you be remembered? Your first follow-up should be a thank you note, handwritten or email. In your follow-up, be as specific as possible; for example, citing particularly helpful advice from your contact or new decisions you’ve made as a result of the meeting. Keep accurate records and find reasons to stay in touch with your contacts. This helps them think of you when they learn of a possible opportunity or interesting lead. After the thank you note, future communication should be carefully timed and based on mutual career interests. A Career Advisor can help you with this and all aspects of your networking.

#### Learn About LinkedIn

LinkedIn is the world’s largest professional online network with a presence in over 200 countries with over 200 million members. Before you can begin to contact others on LinkedIn you must create your own profile. Log in at www.linkedin.com to create an account and follow the profile prompts to begin. Your profile is similar to your resume in that it is carefully and professionally written, including information that is relevant to your career objectives and job/internship search.

Remember: LinkedIn is a supplement to and not a substitute for networking in person. The Career Center hosts many events on/off campus to help students and alumni network with each other and employers, including: panel discussions, Professional in Residence programs, networking nights and more!

#### LinkedIn for Students

Visit students.linkedin.com for job and internship listings, as well as:

- **Tips for improving your LinkedIn profile**
- **Ways to use LinkedIn for your internship or job search**
- **How your LinkedIn connections can help you prepare for interviews**

Remember: You’re not asking for a job! This is the surest way to sabotage a networking conversation because most people don’t have jobs to offer at any given point in time. (They DO have valuable info, advice, and a network of contacts.) Instead, ask open-ended questions. You’ll keep the conversation on a positive note, build rapport with your contact, and learn useful info that supports your career search.

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**Join the Tufts Online Community... and connect with fellow Jumbos today!**

The Online Community is a site for Tufts students and alumni offering free services designed to help you make the most of your Tufts connection. Register today and you’ll be able to use the Online Directory to find alumni with interesting career backgrounds. Talk to a career advisor about how you might reach out to individuals and request informational interviews.

[Go to Tufts Online Community](http://www.tuftsalumni.org/site/tufts)

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**Tufts Career Networking Group on LinkedIn**

After establishing your LinkedIn profile, be sure to join this group — a great place for networking with Tufts alumni, getting career advice & more!

- **80%**
  - Available jobs that are not advertised
- **70 - 80%**
  - Job seekers who find positions through referrals, a.k.a. networking

Before applying online, identify and reach out to employees whom you may know through Tufts or other sources.

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**But what if I don’t have connections to influential people or those in leadership roles? Should I still try to network?**

Absolutely! Anyone can network; in fact, we do it all the time without realizing it! You don’t need to be born with a built-in network to succeed. Talk to a career advisor about LinkedIn and other ways to find contacts.

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**Speaking to people — family, friends, fellow students, professors and supervisors — helps you learn more about the world of work and where you best fit. Networking can be serendipitous (e.g., chatting in line at a coffee shop) or strategic (e.g., planning an informational interview).**

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**Elevator Scripts**

**Connecting with people you don’t know**

Be ready for surprise opportunities by preparing an elevator script, a 30-second statement introducing yourself with a few key facts. Mention your major or majors you’re considering, and 1-2 things about your background that relate to potential career interests.

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**Informational Interviews**

**Most popular example of strategic networking**

Informational interviews are conversations with people who can give you insider perspectives on jobs, employers, or industries. They allow you to brainstorm with knowledgeable individuals about your career interests, enlist expert guidance, share your goals, and position yourself as a potential candidate for the future.

Like all networking, informational interviewing is a form of research. Determine learning goals according to your stage of career development. First year students may focus on career exploration; seniors launching a job search may be more tightly focused on specific occupations or industries.

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**3 Steps to an Informational Interview**

**Goal Setting**

Perhaps you want an internship. Or maybe you’re a senior feeling overwhelmed at the prospect of a job search. Getting an internship or a job is a Big goal, involving many smaller goals. Make the process more manageable by breaking your goal into steps that are clear and measurable. Schedule a meeting with a Career Advisor to guide you through this process. Once you have a better sense of your competencies, interests and values, you’re ready to explore where you best fit in the workplace. Ask yourself, “Who has firsthand knowledge and experience to help me figure this out?” Make a list of people/primary sources.

**Exchange of Information**

At an informational interview, you’ll be talking with busy people so make the most of their time. Prepare as if it were a presentation or exam. Design questions to get info about a job, company or industry that can’t be found online. Consider the details that will be helpful in your search and use open-ended questions:

- Which skills are most valuable in this field?
- What’s your ideal profile when hiring a new team member?
- Are there courses or activities that would help me prepare for this work?
- If you were in my position, with an interest in ________, what steps would you take today?
- Based on my interests, who else should I be talking to?

Be ready to answer questions about yourself and your interests, too!

**Follow Up**

How will you be remembered? Your first follow-up should be a thank you note, handwritten or email. In your follow-up, be as specific as possible; for example, citing particularly helpful advice from your contact or new decisions you’ve made as a result of the meeting. Keep accurate records and find reasons to stay in touch with your contacts. This helps them think of you when they learn of a possible opportunity or interesting lead. After the thank you note, future communication should be carefully timed and based on mutual career interests. A Career Advisor can help you with this and all aspects of your networking.

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[Go to Tufts Online Community](http://www.tuftsalumni.org/site/tufts-online-community)
LinkedIn is your chance to make a strong first impression with networking contacts online. Your profile provides a snapshot of your qualifications and is often one of the first things that appears in a Google search for your name.

**Photo**

We recommend a headshot, i.e., a photo of you alone, wearing professional attire, rather than a cropped photo of yourself with others. Remember, it will be the first image that networking contacts have of you. If you don’t have a headshot, stop by the Career Center’s LinkedIn photo booth at the fall and spring Career Fairs.

**Headline**

This is the first thing other LinkedIn users will see, so make sure it is simple and engaging. Create a statement that speaks to your goals, interests, or professional skills, e.g. “Writer, digital editor, photographer,” “Junior majoring in International Relations seeking a summer internship.”

**Summary**

A short version of what you do and why – or what you would like to do and why. Connect with your reader by writing in the first person and always keep it professional. For example:

> I have a strong background in writing and editing, including experience as a reporter for The Tufts Daily and an intern for the Boston Globe newspaper. As a leader for Tufts Imaginet, the Tufts Marketing and Advertising Club, I’m developing practical skills that connect to my goal of pursuing a career in marketing or public relations.

**Experience**

Include employment, internships, and involvement with clubs or activities, regardless of whether they were paid experiences or not. LinkedIn provides guidelines to help you organize your Experience into smaller groups, e.g., Organizations, Volunteering Experience, Causes You Care About, Courses, Honors and Awards, Languages, and more.

**Skills and Endorsements**

Include up to 50 key words that represent the skills that you possess and have demonstrated in your experience. Your connections may also endorse you as having specific skills.

**Education**

Include Tufts, the degree you are seeking or have earned, and your declared major(s) and minor(s). If you are a current student, include your expected graduation year. Highlight academic honors and academic projects, such as a thesis or other course projects.

**Forming Connections**

Once you’ve created a LinkedIn profile, start building your network with people you know and trust. Invite friends, relatives, work colleagues, and internship supervisors to link with you. Edit the generic LinkedIn invitation message and tailor it to each person.

**LinkedIn Groups**

Joining groups, like the Tufts Career Networking Group, is one of the best ways to find and reach out to potential networking contacts on LinkedIn. Even if you are not connected, you can still send several free messages per month to fellow members of the same group. See our message examples in the next section before reaching out to a contact. There are more than 100 Tufts groups with thousands of members on LinkedIn!

**Additional Resources**

Visit I Need to ... Network on the Career Center website for tips on the following:

- LinkedIn profile settings, including privacy & customized URLs
- Finding and adding contacts: Tufts alumni and others
- Requesting introductions and responding to link requests
- Joining and engaging with LinkedIn groups
- Setting your communication preferences

**Sample Networking Messages**

**LinkedIn connection**

Subject line: Tufts IR Major Seeking Career Advice

Dear Mr./Ms. (Last Name),

I’m a junior majoring in IR at Tufts and I found your name through the Tufts Career Networking Group on LinkedIn. From your profile, I see that you’ve worked at a variety of NGOs, most recently in Syria. As you’ve focused my studies on the Middle East, including time spent studying abroad in Cairo, I’d like to return to the region after college. I’d love to hear about your experiences living and working there, as well as any advice you might have for me as I plan for an international job search.

I wonder if it might be possible to speak, at your convenience, on the phone or via Skype/Face Time?

Thanks and Go Jumbos!

Your Name

**LinkedIn connection**

Subject line: Thank you from Tufts student

Dear Mr./Ms. (Last Name),

I learned a great deal about Simon & Schuster in our conversation yesterday and it affirmed my interest in pursuing a publishing career. I especially enjoyed hearing about your graduate studies in publishing at Columbia. Thank you for sharing your advice and experience with me.

I plan to contact [Name of Person] for information about her experience in [Company Name]. Thank you so much for this referral; I’m eager to learn more about the production side of the business. I’ll keep you updated on my progress.

I appreciate your assistance and your willingness to be part of the Tufts Career Networking Group.

Best Regards,

Your Name

**Networking Etiquette Tips**

- **Carefully craft your subject line.** “Career question from Tufts senior,” “Referral from Professor Smith”
- **Keep your messages brief and be sure to proofread.** No need to begin with “My name is ...” Your recipient will see your name in the from line and in your closing signature.
- **Say “thank you.”**
- **No response?** Strategize with a Career Advisor about follow-up.

**Important Reminder:** These emails should serve as a guide and should not be used in “copy and paste” messages. You’ll find greater success with messages that are written in your voice and reflect efforts to tailor the correspondence to your reader.
Effective job and internship searches are comprised of many elements: self-assessment, research, exploration, and decision-making. Whether you’re looking for an internship, part-time or full-time job, fellowship or gap year program, the Career Center is ready to assist you. Visit the Career Center site for job and internship search strategies and position listings for different career fields and geographic locations.

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### Sample Subscription Resources for Tufts Students

**handshake**

Thousands of internships & jobs posted by employers interested in hiring Tufts students

17,000+ liberal arts internships

500+ engineering internships

**CareerBeam**

Career research tool featuring millions of companies, thousands of jobs & business info by industry

**GoinGlobal**

Industry trends, job search info, and cultural advice for 40 countries

**Spotlight on Careers**

Career research for 40+ fields

**Career Center Summer Internship Grants**

The Career Center funds 40-50 undergraduate students each summer doing unpaid internships for a minimum of 350 hours. These funds offer students the opportunity to explore career fields and gain experience. Selected students will receive $3,500. Students must secure an internship prior to the grant application deadlines. Visit the Internship Funding section of the Career Center site for complete information, including application details and deadlines, selection criteria, requirements for recipients, and more.

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### Checklist for Your Job or Internship Search

**Establish specific goals:** Determine two or three potential career fields that are compatible with your interests, skills and values. Talk to a Career Advisor for help with this step.

**Prepare your marketing materials and hone skills:** Update your resume. Perfect your cover letters. Sharpen your interviewing skills by practicing with a Career Advisor and trusted friends.

**Identify and research potential employers by using a variety of resources:** Visit the Job and Internship sections of the Career Center site for helpful resources, including Handshake & the Campus Recruiting Program, career fairs and other programs.

**Apply and follow up:** Submit resumes and cover letters that are targeted to individual employers. Follow up within a week to reiterate interest. As part of this communication, you may ask: What is the status of my application? What is your timeline for hiring? (unless this information is already stated) May I provide any additional materials for you?

**Get organized and stay on schedule:** Think of your job or internship search as another class. Schedule time into your week on a regular basis. Create a spreadsheet or system to track your progress. List employers of interest, contacts, important dates, and next steps.

**Read our Career eNews and blog, become a fan of our Facebook page, and follow us on Twitter:** Scan eNews and look at our calendar to stay informed about upcoming career programs, employer info sessions, and application deadlines. Read our blog for advice from alumni and employers, tips from career advisors and more. Become a fan of the Career Center on Facebook and follow @TuftsCareer to learn about new jobs, internships, and resources.

**Network with people in your field(s) of interest:** Talk to peers, friends, family, Tufts alumni, professors, supervisors and others. Visit the Networking section of the Career Center site for networking strategies and LinkedIn tips.

**Evaluating and Negotiating Offers**

Visit Find a Job on the Career Center site for info on factors to consider when evaluating offers and tips for negotiating salary and benefits.

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### Tufts Internship Profiles (TIP) Book

**Internship Tips From Tufts Students For Tufts Students**

The Tufts Career Center has compiled hundreds of summer internship profiles packed with helpful advice from your classmates to help you in your search. In addition to talking about their daily tasks, students answer questions about what they enjoyed, what they found challenging and how YOU can land a similar position. Visit Tufts Internship Profiles (TIP) Book on the Career Center website for info about the following:

- Arts & Museum
- Environmental/Wildlife
- Nonprofit: Advocacy
- Communications & Media
- Finance & Consulting
- Nonprofit: Human Services
- Computer Science / Technology
- Government & Think Tank
- Real Estate
- Consumer Products & Business Services
- Healthcare / Biotech / Pharma
- Research
- Education
- International
- Sports
- Engineering / Energy
- Law
- Start-up / Entrepreneurship / Philanthropy

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### Additional Resources

Visit Find a Job or Fellowship / Find an Internship on the Career Center website for info about the following:

- Fellowships and gap year programs
- Rotational and leadership development programs
- International job search
- Job/Internship searching for international students
- Diversity resources
- Summer housing resources
- Academic credit for internships
- Many more internship and job listing websites

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PREPARE FOR INTERVIEWS

Interviewing is a skill. The more you practice, the better you'll do! The Career Center offers hour-long mock interviews to help you strengthen your interviewing skills. Schedule an appointment (617.627.3299) before you have an interview so you'll have extra time to prepare.

Before the Interview

• Review your resume. Be prepared to discuss every bullet point, from internships and employment to courses and activities.
• Assess yourself and develop career objectives. Identify strengths and weaknesses, interests and skills.
• Employers are looking for transferable skills as well as candidates who have carefully considered their goals and can connect these goals to the position and organization.
• Research the employer. Learn its history as well as its current position and future prospects. Begin with the employer’s website and proceed to trade journals, professional organizations, and media coverage. Familiarize yourself with the employer’s mission, culture and challenges. Finally, find out the nature of the interview (one or more interviews with different personnel) before you go in.
• Speak with alumni who work at the organization or in the same industry (this is called informational interviewing). You can identify these individuals through LinkedIn.
• Understand your fit with the organization. Why are you interested in the organization? This particular position? Why are you the best person for the job?
• Practice. Practice. Prepare responses to common interview questions and rehearse out loud with a trusted friend or with a Career Advisor in a mock interview to ensure a professional, articulate performance. Likewise, consider questions that you would like to ask the employer to convey your research, interest, and enthusiasm.
• Choose your interview outfit. Model it for a friend at least two days ahead. Business attire is appropriate for all interviews, unless you’ve been instructed differently.
• Do a trial run. If the interview is off campus, you may want to take a test drive. Consider unexpected factors: traffic, parking, and money for meters. Check the weather.

Sample Questions Asked by Employers

Getting to Know You
• Tell me about yourself.
• Why/how are you qualified for this position?
• What do you know about our organization? Our products? Services? Competition?
• Why do you want to work here?
• What are your strengths? Weaknesses?
• Why should we hire you over another candidate?
• Of which three achievements are you most proud?
• Who are your role models? Why?
• What motivates you?
• Have you had difficulty getting along with a professor (supervisor, co-worker)? Explain.
• Do you prefer to work independently? With supervision?

Your Education
• How did you choose your college? Why did you choose your major?
• Which classes do you like best? Least? Why?
• Would you change anything about your education?
• In which campus activities do/did you participate?

Your Education, continued
• Do your grades accurately reflect your ability? Why or why not?
• Did you pay for any portion of your education?
• Describe the skills you’ve gained through your coursework and projects.

Your Experience
• What did you most/least enjoy about your last job or internship?
• Which skills do you enjoy using?
• Have you ever spoken before a group of people?
• Have you ever quit a job? Withdrawn from a course?
• How would a former supervisor describe you and your work?

Your Career Goals
• Describe your ideal job and work environment.
• What other types of positions are you considering?
• Where do you want to be in five years?
• Do you plan to go to graduate school?
• Would you be willing to relocate?

The Day of the Interview

Get off to a good start
• Check your appearance and grooming; Bring extra copies of your resume in a portfolio.
• Arrive 10-15 minutes early so you don’t appear rushed or hassled.
• The interview begins at the moment you cross an employer’s threshold, sometimes earlier. (Candidates tell stories of meeting VIPs – unknowingly – in the parking lot!) Behave respectfully with everyone you meet, from administrative assistants to managers.
• The first 60 seconds create lasting impressions. Offer a firm handshake, greet the interviewer by name, and don’t be lulled by ‘small talk.’ You’re being evaluated from many angles, including informal conversation.
• Be aware of your non-verbal communication, especially your eye contact and physical posture.
• Display energy and enthusiasm in a way that fits your personal style. Be YOU.

Prepare for the unexpected
• When the recruiter begins discussing the organization or position, ask questions if you need clarification or want to know more. Be sure you have a clear understanding of the job, the requirements, and the challenges. Your questions should highlight your interest and knowledge of the organization and industry.
• The interviewer will ask about your qualifications as well as areas where they may have concerns. Be prepared to deal with aspects of your background that could be construed as negative (e.g., low GPA, few outside activities, no related work experience). Strategize with a career advisor about these things.
• Watch your grammar and enunciation.
• Never criticize a former employer. Never bring up salary or benefits in the first interview.

Conclude with confidence
• As you conclude, the recruiter is assessing your overall performance. Remain enthusiastic and courteous.
• If you’re unclear about next steps in the process, ask for clarification, e.g., “When do you expect to make a decision regarding this position?”
• Shake the recruiter’s hand, offer thanks for the opportunity to interview, and request a business card (so you have contact information for your thank you letter).

After the Interview

Jot down the pertinent facts you want to remember and make note of questions as preparation for future interviews. Within 24 hours, send a thank you email or type-written note to those who interviewed you. Emphasize your interest in working for the organization and how you can contribute. Use this as an opportunity to briefly clarify or mention something you might have overlooked in the interview. When writing an email, be as formal as you would in a snail mail letter.

Your Turn: Questions You Can Ask Employers

• What is the most significant challenge facing this organization? This department?
• What kinds of assignments might I expect initially?
• How is training provided for new employees?
• What do you like best about working for this organization?
• Which skills and qualities are you looking for in a strong candidate?
• How often are performance reviews given?
• What are the department’s goals for this year?
• What do you like best about working for this organization?
• How often are performance reviews given?
• Who’s our CEO?
• Describe your most creative costume. Tell me about your most awkward moment.

Expect the unexpected

Some recruiters have favorite questions. These inquiries are designed to observe your processing: the way you think, behave, and respond. Besides doing the research we’ve recommended (which would give you the CEO’s name), you cannot predict all these questions. Stop and think. Respond carefully. Use humor, if it comes naturally. Don’t just give the answer, give the reason for the answer.

Tufts Career Center | 617-627-3299 | go.tufts.edu/careercenter
Behavioral Interviewing

Behavioral interviewing is a popular interview framework because employers believe it will illustrate how you—as an employee—will function in a new organization. Employers will pose a problem or describe a scenario and ask how you would handle it. This style of interviewing allows you to demonstrate how you manage challenges, awkward situations, and stress. To prepare for behavioral interviewing, you should develop stories from all your experiences: employment, internships, and extracurricular activities. These examples should show your strengths, achievements, work style, teamwork, initiative. When asked to describe a situation, choose an appropriate example and adapt to fit the question. The more stories you develop, the better equipped you are for behavioral interviewing.

If you’ve done your research on the position, organization, and industry, you’ll have a good sense of what is needed in an intern or entry-level candidate. Knowing this, you can create a list of stories that match those needs. For example, if you know the employer requires individuals to work in teams, be ready with stories of your team work.

Mastering Behavioral Interviewing with the STAR Method

The STAR Method is a framework that will help you organize your stories to give the ‘big picture,’ get quickly to the point, and make a positive impression. Emphasize your achievements and attitude, yet remember to include some evidence of struggles or turnarounds. Keep each story to 3–5 minutes, and when you conclude, you may want to invite questions from your interviewer to ensure that you accurately interpreted the question and provided helpful information.

Remember: Develop 6–8 stories from different experiences, e.g., an internship, part-time job, volunteer experience, activity, or class project, rather than drawing all your stories from one experience.

S — What was the situation? Briefly describe the background to give context to your example; be specific and succinct
T — What was the task? Identify what you set out to accomplish, giving the employer a sense of your thought process
A — What action did you take? Describe your actions. Which skills did you use? If you were part of a team, focus on your role
R — What was the result? What did you achieve or learn? What could be done differently to improve upon the outcome?

Sample Behavioral Interviewing Questions

- Describe a project or experience where you worked as part of a team.
- Discuss a situation where you resolved a conflict.
- Talk about your leadership skills.
- Tell about a time when you persuaded someone or successfully pitched an idea.
- Describe a time when you worked under stress and demonstrated your coping skills.
- Tell about a time when you provided a solution or improved something for an employer.
- Give me an example of a time when you set and then achieved a specific goal.
- Tell me about a time when you had too much to do and how you prioritized your tasks.
- Describe the most creative project or presentation you’ve completed.
- Tell me about a difficult decision you’ve made in the past year.
- Describe a time when you failed.

Additional Resources

Visit Prepare for an Interview on Career Center website for info about the following:
- Preparing for phone and video interviews | Different types of interviews — Technical, consulting case questions
- Many more sample interview questions | Appropriate interview attire

APPlying TO GRADUATE SCHOOL

Applying to grad school can be a daunting process, whether you’re finishing your undergraduate degree, completing another graduate program or working full-time. We encourage you to bring specific specific questions to a 1-on-1 appointment where a career advisor will discuss your goals and guide you in developing a course of action.

Evaluating Graduate Programs

A school’s reputation is an important factor, but it’s often overrated. The most important criteria involve how well the program matches your specific interests, abilities, academic background and finances. To make sure a program meets your needs, do the following:

Consult with faculty and students in your intended field.
- Talk to professors and read professional journals to find people who are researching and publishing in your area of interest. You can gain valuable info to differentiate yourself from others.
- Seek out those already in your chosen line of work. Ask how their grad school/program influenced their career development.

Evaluate the specific program.

The quality and reputation of a program and its professors is more important than the overall status of the institution. Stay focused on how a program will help you get to the next step of your career.

Use LinkedIn groups.

Find alumni and others with grad degrees similar to the one(s) you’re researching and learn from their advice.

Consider the financial aid package.

Ask about the duration of funding and the possibility of increased funding depending on your academic performance.

What You’ll Need to Apply

Pay careful attention to instructions, as different schools and programs can have vastly different requirements.

Testing & Transcripts

Testing information (GRE, MCAT, LSAT, GMAT) is available in the Apply to Grad School section of the Career Center site. Consult individual test sites if you need info regarding test fee assistance/reduction programs. Official transcripts are available free of charge from the Tufts Registrar’s Office. If you graduated in 2006 or later, you can request your transcript online. Otherwise, you can request a copy of your transcript in person or by mail. Plan ahead to ensure you will receive your documents by the appropriate deadlines.

Letters of Recommendation

- Choose people who know you well, e.g., professors, faculty advisors, work supervisors and others. Avoid the CEO trap. Unless the head of the company really knows you, this will work against you. Schools are more impressed by letters with specific examples that show your interests/abilities.
- Find enthusiastic recommenders. A lukewarm endorsement makes you a weaker candidate in a program’s eyes.
- Select people who know you in different ways. Three people raving about your research skills is less effective than three individuals who can highlight three different skills like research, leadership, and writing.
- Give your recommenders plenty of time. Allow one to two months to write your letters. Check in with them after a couple of weeks or a month to ask if they need additional info. This also serves as a gentle reminder.
- Provide everything the recommender needs. Make sure each person has your resume, personal statement, and research info, if applicable. Don’t forget any forms, stamped/addressed envelopes, and other details specific to your target schools.
- Say thank you. This is good manners 101. Do it for that reason alone.

Is Grad School Right for You?

Typically 15% of Tufts seniors go directly to graduate or professional studies after graduation. Of those who do not go right away, 77% plan to pursue graduate work within the next three years. The decision is highly individual; however, it could be a good fit if you are:

- Pursuing a specific occupation that requires an advanced degree such as medicine, law, university teaching
- Committed to a specific field of study and want to gain knowledge and expertise
- Aware of how an advanced degree will further your career goals

Before you make the decision, research what’s needed to succeed in the field you choose. In some cases, you may flourish with a bachelor’s degree. There are many career options for different Tufts majors.
Personal Statements

The most effective statements hook a reader right at the start. Admissions counselors only spend one to two minutes per essay, so invite them to linger on yours with a compelling introduction.

- **Think first.** Reflect on how best to tell your story and develop an outline before you start writing.
- **Tell a story.** Choose a turning point, important lesson, or self-discovery that corresponds to the essay question, demonstrates why you are applying to this particular program, and shows why you are a fit. Tailor statements to each graduate program.
- **Be you.** This is your opportunity to stand out from the crowd. Authenticity is the most effective differentiator.

If you’re stuck, ask yourself: Who is my audience? What is my goal? Remembering these things will help you stay true to your purpose.

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**Sample Graduate School Timeline**

Review this list of tasks as you move through the application process. Keep in mind that timelines always vary by individual.

If you plan to apply to medical school or law school, consult the Tufts Health Professions Advising and Tufts Pre-Law Advising sites.

If you’re an alumna/us or grad student applying to grad or professional school, you’ll complete similar tasks but in a different time frame than the one shown here. Consult a career advisor for assistance in structuring your timeline.

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**Available on the Career Center site:**

**School-Specific Resources for ...**
Medical Schools & Health-Related Programs
Law School
Business School
Graduate Study in AS&E
Ph.D. Programs

**Paying for Grad School**
From school funding to loans and external scholarships/aid

**Advice from Alumni and Faculty**
A cross-section of alumni and faculty discuss all aspects of the application process. Regardless of specific academic and professional focus, these individuals offer important general information.

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**Personal Statement Assistance**

**Tufts Career Center:** Request an appointment so one of our advisors can review your statement. You may want to ask for the advisor’s email address and send your statement ahead of time.

**Academic Resource Center:** Individualized writing assistance for current students, both for classes and graduate school applications

**Health Professions Advising and Pre-Law Advising:** Focused advice for your professional school statements

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**Junior Year, First Semester (or earlier)**

- Think about prospective careers and whether you’ll need additional education to succeed in that field
- Talk to Career Center staff, faculty, Tufts alumni and family about careers and grad school options
- Attend grad school fairs

**Junior Year, Second Semester**

- Review the questions you considered in first semester
- Begin to explore grad schools online
- Start researching the appropriate tests (GRE, GMAT, etc.)

**Summer Before Senior Year**

- Plan for admissions tests, including when and where to take them and how to study for them
- Tour nearby grad schools, keeping in mind that some may not be in session
- Examine applications for several schools and begin to narrow your choices
- Explore school-sponsored and outside funding opportunities

**Senior Year, First Semester**

- Once you have all your syllabi, create a timetable of your exams, papers, and other requirements and think about how your grad school applications will fit in your schedule
- Solicit letters of recommendation
- Draft your personal statement

**By Thanksgiving, or earlier, if necessary:**

- Complete your personal statement
- Have recommendations on file
- Complete and mail your applications

**Senior Year, Second Semester**

- Visit and evaluate accepted schools