

# CAREER SERVICES GUIDE

## NAVIGATING YOUR FUTURE



Rhodes College  
— 1848 —

# Career Services Guide: Navigating Your Future

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## Becoming Responsible for Your Future

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The Career Services staff is here to open the door to career exploration, career assessment, and career attainment. You, however, are ultimately responsible for walking through the door - no one else can do it for you! Take control of your future by actively engaging in career counseling, attending career workshops, obtaining internships, researching opportunities, and following up on all leads in a timely and professional manner. At Career Services, we firmly believe you can take your liberal arts degree any direction- let us help guide you!

## CAREER SERVICES STAFF

Sandi George Tracy Director  
[tracy@rhodes.edu](mailto:tracy@rhodes.edu)

Daniel Vanaman Assistant Director  
(Junior and Senior Year contact)

[vanamand@rhodes.edu](mailto:vanamand@rhodes.edu)

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(First and Second Year contact)

[pflugerb@rhodes.edu](mailto:pflugerb@rhodes.edu)

To schedule a counseling  
appointment call:

901.843.3800

Location:

Lower level, Burrow Hall

Hours: 8:30am-5:00pm, M-F

[www.rhodes.edu/careerservices](http://www.rhodes.edu/careerservices)

**THE CAREER SERVICES STAFF** is eager to help you determine and achieve your career goals and aspirations. Through careful assessment, thoughtful exploration and conscientious planning, you can secure the future you desire. In light of your various commitments to academic pursuits and extracurricular activities, you must be diligent in carving out time to pursue your career goals. Our staff is dedicated to providing the resources you need to be successful.

We encourage you to take advantage of the many programs, services and resources available to you through Career Services. Meet with one of our career counselors to explore your interests and develop an individual plan to reach your career goals. Beverly Pfluger is responsible for helping First and Second year students, and Daniel Vanaman is responsible for Juniors and Seniors.

This handbook has been written exclusively for Rhodes Junior and Senior students. The first half of the book is dedicated to the job search process, and the second half covers topics related to graduate/professional school admissions. We hope you will find the information helpful to you as you plan for your future!

Sandi George Tracy  
Director of Career Services



## *Services We Offer*

### **Counseling Services**

#### **Individual Counseling**

One-on-one counseling encompasses the bulk of what we do for students. Career Services encourages you to schedule an appointment to meet with a career counselor to discuss individual questions and map out a plan for your future. The career counselors at Rhodes can help you in many different areas, whether you are a first- or second-year student selecting a major or a senior deciding between graduate school and a job. With a counselor, you can explore career interests and internships, review your résumé, prepare for an interview, and discuss career-related or academic-related issues. Most importantly, the counselors at Career Services are excited to talk with you, understand your needs, and put together a plan to help you succeed in whatever path you choose.

To schedule an appointment, call 901-843-3800, email us at [careers@rhodes.edu](mailto:careers@rhodes.edu), or stop by our office, located in the lower level of Burrow Hall, next to the Buckman Center for International Education.

\*Unfortunately, due to high demand, we cannot see walk-ins or review résumés via email, and ask that you make an appointment with us if you have any questions.

#### **Career Quest (Myers-Briggs and Strong Interest Inventories)**

In order to know what you want in a career or even a major, you must first be able to identify your interests, values, and skills. Because many students struggle with this step, our counselors often utilize the Career Quest program to relieve some of this stress. Career Quest is a series of inventories that utilizes Myers-Briggs Type Inventory and Strong Interest Inventory to examine personality traits and types, values, interests, and skills. The inventories can be taken on any computer after an individual orientation appointment with one of our counselors.



## Job/Internship Search Services

### CareerLynx

CareerLynx is the primary resource that connects Rhodes College students and alumni with local and national employers. This website is beneficial to current students looking for full-time or part-time jobs, alumni looking for new opportunities, and even employers wishing to recruit from the talented Rhodes network. <https://careerlynx.experience.com/er/security/login.jsp>



### On-Campus Interview Program

Throughout the year, employers representing various businesses, agencies, school systems and graduate programs visit Rhodes to interview seniors and alumni. Our counselors advise that you begin your interviews during the fall months since many employers who recruit during the fall semester may not recruit again in the spring.

To participate in the On-Campus Interview Program, please complete the registration process by:

1. Attending Senior Registration (offered several times at the beginning of the semester);
2. Signing the Interview Agreement and Release Form;
3. Submitting one copy of your résumé for your Career Services file.

Notices regarding on-campus interviews will be released to seniors via the career newsletter, the Career Services homepage, and email.

### Rhodes Internship Program (Paid and Academic Opportunities)

Each semester, Career Services coordinates and administers the Rhodes Internship Program, which includes more than 150 opportunities in Memphis. Information for fall, spring, and summer internships are available in the Career Services office and on the Career Services website: <https://in.rhodes.edu/outofclass/career/Pages/Internships.aspx>



**GETTING STARTED**

*Résumés*

**SAM PELL**

Address  
City, State

Email  
Cell Number

**A**

**EDUCATION**

School, Location

Major, Expected Graduation Date (Month Year)

- Cumulative GPA: GPA/Possible GPA Major GPA: GPA/Possible GPA
- **Relevant Coursework:** \_\_\_\_\_
- **Honors and Awards:** Title \_\_\_\_\_, Title \_\_\_\_\_, Title \_\_\_\_\_
- **Language:** Proficient in \_\_\_\_\_
- **Study Abroad:** Where (Country and Institution) \_\_\_\_\_ why \_\_\_\_\_ when \_\_\_\_\_

**B**

**WORK EXPERIENCE**

Organization Name, Role, City, Year-Year

- Power verb + what you did + outcome
- \_\_\_\_\_
- \_\_\_\_\_

**C**

Organization Name, Role, City, Year-Year

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**ADDITIONAL EXPERIENCE**

Organization Name, Role, City, Year-Year

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Organization Name, Role, City, Year-Year

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Organization Name, Role, City, Year-Year

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**COMMUNITY AND LEADERSHIP EXPERIENCE**

Organization Name, Role, City, Year-Year

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Organization Name, Role, City, Year-Year

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**NOTES**

**A)** Education: List the name of your institution, your degree, city and state, your major(s), and date of graduation. This is also an appropriate place to list significant courses or projects, study abroad experience, scholarships, and other academic awards. You should only include your GPA if it is above a 3.0.

**B)** As a student, you should be utilizing a chronological format for you résumé. This type of résumé will present your experience and educational background in reverse chronological order, beginning with your most recent experiences. This is the most common style of résumé and should be fairly straightforward to create; it is also the easiest for many employers to navigate.

**Objective:** Often the most difficult résumé section to write, the objective states your career plans and goals. This statement should be targeted and concise. It should identify the type of position desired and focus on what you have to offer the employer.

**C)** Experience: When listing your experiences, be sure to include the name of the employer, city and state of employment, your title, dates of your employment, and a summary of your responsibilities and/or accomplishments. Utilize “key action verbs” to describe your experience, and try not to use “I” or “my” in your descriptions.

*Key action verbs for Résumés, Cover Letters, & Professional Correspondence***COMMUNICATION SKILLS**

Advertised	Mediated
Articulated	Moderated
Authored	Negotiated
Clarified	Notified
Composed	Presented
Contacted	Persuaded
Consulted	Promoted
Corresponded	Proofread
Demonstrated	Publicized
Edited	Published
Facilitated	Reported
Informed	Translated
Interpreted	Wrote
Leveraged	

**CREATIVE SKILLS**

Adapted	Formulated
Built	Founded
Composed	Generated
Conceived	Introduced
Conceptualized	Invented
Constructed	Launched
Created	Originated
Cultivated	Performed
Designed	Produced
Developed	Prompted
Devised	Proposed
Fashioned	Revitalized

**FINANCIAL SKILLS**

Allocated	Converted
Budgeted	Financed
Calculated	

**HELPING & COUNSELING SKILLS**

Advised	Encouraged
Advocated	Fostered
Aided	Guided
Assessed	Inspired
Assisted	Mentored
Coached	Reformed
Collaborated	Represented
Counseled	Served
Diagnosed	Supported
Directed	Validated

**LEADERSHIP AND MANAGEMENT SKILLS**

Accomplished	Headed
Achieved	Improved
Administered	Implemented
Clarified	Influenced
Commanded	Instigated
Conducted	Leveraged
Coordinated	Managed
Decided	Marketed
Delegated	Motivated
Directed	Orchestrated
Enabled	Participated
Engineered	Planned
Enhanced	Presided
Excelled	Recommended
Established	Succeeded
Executed	Supervised
Formed	Strategized
Founded	Targeted

**ORGANIZATIONAL SKILLS**

Accelerated	Increased
Adjusted	Maintained
Assembled	Organized
Completed	Prepared
Compiled	Procured
Controlled	Provided
Correlated	Reduced
Determined	Revised
Drafted	Saved
Evaluated	Scheduled
Expanded	Simplified
Expedited	Solved

**RESEARCH SKILLS**

Acquired	Identified
Analyzed	Inquired
Assessed	Interviewed
Authored	Investigated
Calculated	Located
Coded	Logged
Collected data	Obtained
Compared	Reported
Contrasted	Researched
Discovered	Reviewed
Documented	Studied
Examined	Structured
Experimented	Summarized
Explored	Surveyed

**TEACHING SKILLS**

Accompanied	Mentored
Cooperated	Organized
Directed	Progressed
Displayed	Regulated
Educated	Stimulated
Illustrated	Taught
Improvised	Trained
Initiated	Tutored
Instilled	Unified
Instructed	Utilized
Instituted	Verified
Integrated	

**TECHNICAL SKILLS**

Computed	Monitored
Detailed	Operated
Distributed	Programmed
Handled	Repaired
Installed	Restructured
Innovated	Revamped
Manufactured	
Modified	



**Résumé Sample****Roz Umé**

2000 N. Parkway, Box 100  
Memphis, TN 38112

umera-15@rhodes.edu  
(901)555-1177

**EDUCATION**

**Rhodes College**, Memphis, TN  
*Neuroscience, History Minor*, May 2015

- Cumulative GPA: 3.7/4.0
- **Major GPA:** 3.4/4.0
- **Relevant Coursework:** Neuroendocrinology, Medical Ethics, Research Methods
- **Honors and Awards:** Dean's List Fall 2011 and Spring 2012.
- **Language:** Proficient in written and spoken Spanish.
- **Study Abroad:** British Studies at Oxford, Oxford University, England, to study English History and Literature in the summer of 2012.

**WORK EXPERIENCE**

**Rhodes College Career Services**, *Student Employee*, Memphis, TN, Summer 2014

- Orchestrate the planning and execution of seven summer projects, including the Post-Grad Report
- Aid in office support through tasks such as scheduling weekly appointments.
- Represent Career Services and Rhodes College to new students and parents at the Open Rhodes events.

**St. Jude Children's Research Hospital**, *Intern*, Memphis, TN, Fall 2013-Spring 2014

- Reviewed databases to procure over 100 documents for patient studies.
- Assisted with administering and submitting documentation for 60 patients and volunteers.
- Created patient shadow charts for study participants.

**Urban Outfitters**, *Sales Associate*, Memphis, TN, 2011-2013

- Assisted with clothing shipments and transaction monitoring.
- Provided weekly written and oral reports for management.
- Promoted products to customers in a friendly and persuasive manner.

**COMMUNITY AND LEADERSHIP EXPERIENCE**

**Refugee Empowerment Program**, *Volunteer*, Memphis, TN, 2011-Present

- Assisted young refugees with course work on a weekly basis in order to facilitate better learning.
- Taught English language grammar and pronunciation to improve refugees' language skills.
- Encouraged mentees to view American culture in comparison to their own to create cross cultural understanding.

**Kappa Delta**, *Member*, Rhodes College, Fall 2011-Present

*Treasurer*, Fall 2013- Present

- Managed \$45,000 budget.
- Reconciled monthly financial statements and filed annual tax reports.
- Provided education seminars to 200 members regarding personal budgeting and investing.
- Served on the executive council to govern the overall organization including membership recruitment, risk management, social and educational programming, and leadership training.

*Assistant Treasurer*, Fall 2012-Fall 2013

- Assisted Treasurer in collecting monthly dues from all members.
- Collected input from sorority members regarding the reassignment of budget funds.

**Varsity Field Hockey**, *Member*, Rhodes College, Fall 2011-Present

- Selected NCAA Academic All-American 2013.
- Succeeded in setting school record for career earned goal averages at 2.29.
- Devoted 20 hours per week to athletics while carrying full course load.

**NOTES**

This is what could be considered a "traditional" résumé. If you are just getting started, this is a great résumé.

## Résumé Sample

### Uther Undecided

2000 N Parkway, Memphis, TN 38112  
(901) 679-3400 • undud-xx@rhodes.edu • www.linkedin.com/utherundecided

#### Objective

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To obtain an on-campus work study position with Career Services

#### Education

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**A**

**Rhodes College**, Memphis, TN  
*Bachelor of Arts*, May 20xx

- Cumulative GPA: 3.2/4.0

**B**

#### Skills/Qualifications

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- Excellent interpersonal and customer service skills
- Ability to multi-task in a fast-paced work environment with minimal oversight
- Fluent in conversational Spanish
- Proficient in Microsoft Word, Excel, Access and Outlook

**C**

#### Experience

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**Rhodes College- Barret Library**, Memphis, TN  
*Student Employee*, Fall 20xx- Spring 20xx

- Perform general office duties, including answering phones, filing and data entry
- Assist students, faculty and staff with the use of library website and resources
- Maintain a supply of instructional handouts for library visitors
- Search library computer catalogs to verify library ownership of books and journals

**Houston High School Newspaper**, Germantown, TN  
*Editor*, Fall 20xx- Spring 20xx

- Oversaw staff of 10 students for award-winning student newspaper
- Assigned topics and reviewed content and submissions
- Researched news stories and organized weekly meetings

**Men's Soccer Team**, Houston High School, TN  
*Captain*, Fall 20xx- Spring 20xx

- Motivated fellow team members during games and tournaments
- Organized fundraisers and managed various social events for team
- Awarded MVP for the year 20xx

**D**

#### Community Service:

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**Tutor**, Snowden Elementary School

Fall 20xx- Present

**Mentor**, Big Brothers Big Sister of Memphis, TN

Fall 20xx- Spring 20xx

**E**

#### Memberships/ Activities

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*Member*, Intramural Soccer Team, Rhodes College  
*Member*, Sigma Nu Fraternity, Rhodes College

Spring 20xx- present  
Fall 20xx- present

## NOTES

- A)** If you have not declared a major, then include the degree you are pursuing. You do not need to include your high school diploma.
- B)** Select skills and qualifications that are directly related to the position you are seeking.
- C)** Experience can include part/full-time employment, internships, community services, student activities, and leadership roles. As a freshman or sophomore, you can include these activities from high school.
- D)** Include community service or volunteer work, to show civic responsibility and maturity.
- E)** Include student activities, community organizations, team sports, etc. to demonstrate well roundedness.

## Résumé Sample



**Tiffany Teacher**

Teatm-15@rhodes.edu  
901-826-4792

### EDUCATION

#### Rhodes College, Memphis, TN

**Graduation: May 2015**

- Bachelor of Arts in Psychology
- Minor in Education
- Overall GPA: 3.4      Major GPA: 3.54      Minor GPA: 4.0

**Honors:** Rho Lambda Greek Women's Honor Society (February 2014 – Present)  
Mid-South Psychology Conference- 1<sup>st</sup> place Poster Session Presentation (February 2014)  
Rhodes College Fellow (August 2013)

B

### TEACHING SKILLS

- Instructed multiple classes of 5-15 students from ages 6- 16
- In charge of classroom management for all students instructed
- Tutored over 50 students in a variety of subjects

C

### EXPERIENCE IN EDUCATION

#### Memphis College Prep Charter School, Memphis, TN

**March 2013-May 2013**

*Intern*

- Worked closely with school director on expanding the new charter school
- Researched and worked with school director on writing grants for the school
- Organized planning for new student applications

#### Snowden Elementary School, Memphis, TN

**January 2013-May 2013**

*Student Teaching*

- Worked closely with students on prep for TCAP standardized testing
- Assisted in planning and implementing the teacher's lesson plans
- Personally prepared and taught three separate lessons throughout the semester

#### Peabody Elementary School, Memphis, TN

**September 2013-December 2013**

*Classroom observation/Research*

- Conducted research with the new Common Core Curriculum in the classroom
- Researched the implementation of the new standards in the classroom
- Observed to fully examine the effects of the Common Core Curriculum

### LEADERSHIP AND ACTIVITIES

#### Rhodes College Residential Advisor

**2011-Present**

- Provided guidance and develop educational programs for 32 students
- Explained, interpreted, and enforced college housing policies and campus rules
- Assisted in interviewing, selecting, and training new Resident Advisors

#### Kinney Community Service Events Coordinator

**2014- Present**

- Work closely with each Kinney coordinator and plan and implement campus wide and Kinney community service events

#### Promise Academy Volunteer Tutor

**2012-Present**

- Enrichment program for gifted students and after school homework help
- Weekly tutoring for underperforming children and in classroom help for students in need

#### St. Jude Children's Research Hospital Volunteer

## NOTES

**A)** If submitting your résumé as part of an application, consider saving room by not listing address. This is especially true if applying to programs like Teach For America, City Year, or Memphis Teacher Residency.

**B)** Highlighting teaching skills at the onset of your résumé is especially important for a non-Education major.

**C)** Consider placing a link to a video of you teaching or other digital work. If you do not already have this, contact Career Services for more info on how to go about creating appropriate videos and digital work.

**Résumé Sample****Alan Art**2000 N. Parkway Memphis, TN 38112 • artal-15@rhodes.edu • [www.annicartstudio.com](http://www.annicartstudio.com)**EDUCATION****Rhodes College**, Memphis, TN*Bachelor of Arts, Art Major with an emphasis on Video and Digital Cinema, May 2015*

- Cumulative GPA: 3.6/4.0
- **Relevant Coursework:** Sound and Lighting, Media Sketchbook, Advanced Editing, 16mm Filmmaking
- **Honors and Awards:** Marshall Scholarship
- **Selected Coursework:** Gallery Management, Spring 2014; Leonardo da Vinci, Fall 2013; Michelangelo, Digital Art: Moving Images, & Chemistry and Art, Spring 2013; Film Theory & Guernica and Anti-war Art, Spring 2012.

**SKILLS AND QUALIFICATIONS****Video and Digital Cinema**

- Demonstrated ability to direct, photograph and edit HD video projects in NLE
- Excellent organizational skills learned through coordinating film crew, talent, and extras
- Knowledgeable in script writing reading, and analysis of traditional and experimental media productions
- Technical skills include: DSLR, Adobe After Effects, Adobe Photoshop, MIDI control and mastering

**Additional**

- Strong written and verbal communication skills
- Proven time-management and organization skills developed through balancing academics and film projects
- Familiarity with YouTube, Vimeo, and social media platforms such as Facebook, Twitter, and Tumblr

**RELATED EXPERIENCE****UrbanArts Commission**, Memphis, TN*Project Management Intern, Fall 2013*

- Assisted in reach and development projects
- Advocated for the Arts throughout the Memphis area by creating public art pieces
- 

**Crosstown Arts**, Memphis, TN*Volunteer, Fall 2011- present*

- Organized and assisted in the running of the Cleveland Street Flea Market
- Coordinated the booking of artist at the Crosstown Arts venue

**Memphis Brooks Museum of Art**, Memphis, TN*Curatorial/Exhibitions intern, Spring 2014*

- Wrote exhibition materials for "Armed & Dangerous: Art of the Arsenal"
- Contributed original research featured in "Art and Scandal: The McCall Purchase"
- Gathered and annotated curatorial research sources

**ADDITIONAL EXPERIENCE****Rhodes College Office of Admissions**, Memphis, TN*Rhodes Alumni Volunteer Effort (RAVE) Assistant/Coordinator, August 2011- May 2012*

- Contacted alumni to coordinate volunteer tasks across the country
- Provided information to prospective students and parents

**NOTES**

**A)** Depending on where you apply, artists are encouraged to expand on this basic example by creating an original graphics based resume (i.e. infographic).

**B)** While a resume is important, it is critical for students pursuing a job in media or visual arts to also have a portfolio and website showcasing their art, experience, skills, and knowledge. Art, marketing, and media students may also want to consider using a QR code to link to a portfolio or website.

**Cassandra CV** 

(901)217-5041 | 2000 N. Parkway, Box 1670, Memphis, TN 38112 | cvcl-15@rhodes.edu

**Education**

**Rhodes College**, Memphis, TN  
Bachelor of Science with Honors in Chemistry  
Chemistry Major and International Studies Minor  
**GPA:** 3.7      **Major GPA:** 3.9

**Expected May 2015**

Undergraduate Thesis: "Synthetic Studies of Natural Products Containing Spirocycles as Promising Therapeutic Agents for Wound Healing"

Mentors: Dr. Fatima Rivas and Dr. Dhammika Muesse

**Related Coursework**

- General Chemistry I and II Lecture
- General Chemistry I and II Labs
- Calculus I and II
- Fundamentals of Physics I and II Lecture
- Fundamentals of Physics I and II Labs
- Organic Chemistry I and II Lecture
- Organic Chemistry Lab
- Physical Chemistry I and II Lecture
- Physical Chemistry Lab
- Biochemistry
- Advanced Inorganic Chemistry
- Advanced Analytical Chemistry
- Introduction to Research
- Advanced Organic Chemistry
- Introduction to Statistics
- Senior Seminar

**Laboratory Skills**

- Skilled in compound characterization methods including NMR, UPLC-MS, IR, <sup>13</sup>C-NMR, IR, UV-Vis, AAS, GC-MS, and GC-FID
- Skilled in purification techniques including Biotage Isolera, HPLC, and column chromatography.

**Research Experience**

**Department of Chemical Biology and Therapeutics**— St. Jude Children's Research Hospital; Memphis, TN

*Honors Student*, August 2013 – present

- Prepared a formal thesis proposal for acceptance into honors research titled "Development of New Synthetic Approaches to All Carbon-Carbon Spirocenter Containing Molecules as Promising Therapeutic Agents for Wound Healing"
- Contributed to the ongoing natural products project by extracting, pre-fractionating, and verifying terrestrial natural products with known medicinal capabilities

*Summer Plus Student*, May 2012 – August 2013

- Synthesized compounds used in the structure-activity relationship studies of the natural product jatrophone
- Assisted in composing the Supporting Information section and editing the body of a publication
- Kept a detailed lab notebook and presented research findings during group meetings
- Submitted a research paper and prepared posters highlighting original research that were presented at institution, regional, and national conferences.

## Work Experience

B

### Teaching Assistant

*Analytical Chemistry*, Spring 2013

- Supported the professor in teaching 15 students once a week for a 4 hour lab period
- Foundations of Chemistry, Fall 2012
- Supported the professor in teaching 24 students once a week for a 3 hour lab period
- Met with students outside of lab hours to aid them in their understanding of lab topics and preparation of lab reports
- Maintained communication with students via email to keep them up-to-date with upcoming lab reports and exams

C

### Peer Academic Mentor, Fall 2013 – present

- Mentored first year students interested in majoring in Chemistry

### Foundations of Chemistry Tutor, Fall 2011 and 2013

- Assisted students in further developing their understanding of General Chemistry topics 4 hours/week

### Chemistry Department Store Room Assistant, Spring 2013 – present

- Prepared the teaching laboratories for all labs including: Foundations of Chemistry, Organic Chemistry, Biochemistry, and courses for non-majors
- Assisted in preparing stock solutions, standards, and unknown samples for the teaching labs\_
- Distributed materials to students and assisted in problem solving various laboratory challenges

## Poster Presentations

*“Evaluation of Jatrophone Natural Products and its Synthetic Analogs as Potential Antimalarial Therapeutic Agents.”*

- ABRCMS: Annual Biomedical Research Conference for Minority Students in Nashville, TN in November 2013; received a **travel scholarship** to attend
- 2013 ACS Strengthening Bonds Symposium at Rhodes College in October 2013; received a **presenter’s award**
- St. Jude Chemical Biology and Therapeutics (CBT) Trainee Day in October 2013 in Memphis, TN
- “Terrestrial Natural Products: A Promising Avenue for Anti-Malarial Therapeutic Agents.”
- TAS: Tennessee Academy of Sciences regional conference in Memphis, TN at Christian Brothers University in April 2013; received a **presenter’s award**
- “Bio-Guided Screening of Terrestrial Natural Products for the Treatment of Parasitic Diseases”
- SACNAS: Society Advancing Chicanos and Native Americans in Science national conference in Seattle, WA in October 2012; received a **travel scholarship** to attend

## Oral Presentation

*“Evaluation of Jatropha isabelli natural products and their synthetic analogs as potential anti-malarial therapeutic agents”*

- URCAS: Undergraduate Research and Creative Activity Symposium in April 2013 in Memphis, TN at Rhodes College

## Publications

Hadi, V.; Hotard, M.; Ling, T.; Salinas, Y.; Palacios, G.; Connelly, M.; Rivas, F. “Evaluation of Jatropha isabelli natural products and their synthetic analogs as potential antimalarial therapeutic agents.” *European Journal of Medicinal Chemistry* 65 (2013) 376-380.

### Memberships

**Gamma Sigma Epsilon**, Chemistry National Honor Society, Rhodes College, Spring 2013 – present

**Delta Epsilon Iota**, Career Services Honor Society, Rhodes College, Spring 2013 – present

**Eta Sigma Phi**, National Honorary Classical Society, Rhodes College, Fall 2012 – present

**Rho Lambda**, Greek Women's Honor Society, Rhodes College, Spring 2013 – present

### Honors and Achievements

**Travel Scholarship** to present at the 2013 ABRCMS (Annual Biomedical Research Conference for Minority Students), November 2013

**Presenter's Award** from the ACS Strengthening Bonds Symposium at Rhodes College, October 2013

**Presenter's Award** from the TAS (Tennessee Academy of Sciences) Conference, Christian Brothers University, April 2013

**Travel Scholarship** to present at the 2012 SACNAS (Advancing Hispanics/Chicanos and Native Americans in Science) National Conference, October 2012

**First Year Chemistry Award**, Rhodes College, Spring 2011

**Cambridge Scholarship**, Rhodes College, Fall 2010 – present

### Affiliations

**American Chemical Society**, Fall 2010 – present

*Executive Board Member*, Fall 2013 – Spring 2014

- Coordinated the first annual ACS Strengthening Bonds Symposium and served liaison between the Southwest Regional Chapter of ACS and its Student Affiliate chapter
- Facilitated a bylaws revision committee and updated the governing document of the organization

*Vice President*, Fall 2012 – Spring 2013

- Assisted the president in planning campus-wide events including the Liquid Nitrogen Ice Cream Social, Mole Day, Pumpkin Drop, Natural Sciences Picnic, and Rites to Play
- Coordinated with other executive board officers to bring back outreach programs with local elementary schools to conduct various Chemistry demonstrations

**Gamma Sigma Epsilon**, Spring 2013 – present

*Secretary*, Fall 2013 – Spring 2014

- Organized and distributed an accurate record of minutes from officer and general membership meetings
- Communicated upcoming events with the general membership
- Maintained an up to date roster of members and attendance at mandatory events

**Alpha Omicron Pi**, Fall 2010 – present

*Vice President of Education*, Spring 2012 – Fall 2012

- Organized and conducted one education meeting per month for 120 chapter members
- Prepared chapter members for the International Membership Exam and administered the exam for all 120 members
- Chaired the Total Chapter Planning Committee and planned the calendar for the upcoming year

*Recording Secretary*, Spring 2011 – Fall 2011

- Maintained an up to date record of all absences, fines, and excuses for mandatory events and turned over the collection of fines to the Assistant Treasurer and/or Standards Chair
- Recorded minutes for Chapter, Leader's Council, and Standards meetings and sent them to headquarters personnel

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**NOTES**

- A) CVs are mainly used for academic fellowships, research positions, and some graduate school applications. They are a record of your academic history. Content is most important; page length is less relevant.
- B) Use action verbs: coordinated, assisted, achieved, produced.
- C) Be specific about projects: Planned three fundraising events for local shelters.”
- D) Honors or Awards: List competitive scholarships, fellowships, assistantships, etc., plus Dean’s List recognition, names of scholastic honors, and teaching or research awards.
- E) Provide results “... which raised more than \$8,000 (20% over goal) and enhanced awareness.”





**LINKEDIN**

**Taylor Smith**  
**Dedicated Student and Aspiring Educator**  
**Greater Memphis Area**

**B****A**

Current: Tutor, Snowden Elementary  
 Education: Rhodes College  
 Connections: 58 connections

**C****Summary****D**

Rhodes College student studying education and mathematics with extensive tutoring experience and a passion for service. Dedicated to assisting children, especially young women in enhancing their capabilities and confidence in mathematics.

**Experience****E***Tutor*

Snowden Elementary, Memphis, TN  
 Sept. 2011- Present

- Assist 20+ high school students with their math homework on weekly basis
- Teach difficult math concepts in easy-to-follow songs resulting in improved student learning
- Collaborate with teachers to develop and perfect teaching techniques

**Community service experience***Mentor*

Big Brother Big Sisters, Memphis, TN  
 April 2012 – present

- Support the academic and emotional development of middle-school-aged “little sister,” resulting in improved communication skills and grades

**Recommendations****F***Tutor*

Snowden Elementary, Memphis, TN

Jan Doe: “Taylor demonstrates excellent communication and counseling skills in her work with Preuss School students. Her training in education and mathematics combined with her student-centered approach makes her a wonderful tutor. I work with her closely to develop teaching strategies and am very impressed by her work ethic and genuine care for students.”

**Get Started**

1. Follow this link to watch videos that provide further guidance on LinkedIn profiles: [LinkedIn](#).
2. Create a strong profile using these tools, and then connect with friends, family, and supervisors.
3. Join groups with topics that interest you, and share articles that you think are interesting.
4. Use the alumni tool under the connections tab to find alumni in your field of interest.
5. Remember to communicate in a professional manner at all times.

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**NOTES**

**A\*:** Use a professional headshot of yourself with business casual attire

**B\*:** Create a strategic headline: If you are seeking a certain position, state that. If not, summarize your professional career in a few words.

**C\*:** When you connect with people, always send a personalized invitation. Always follow up with people that have given you advice or helped you in any way.

**D\*:** Write a summary that briefly describes your career and future aspirations. Use keywords that describe the characteristics of yourself you want employers to know.

**E\*:** Use the experience section to highlight all of your recent job/volunteer experience. Describe what you did in those positions like you would in a resume. If you worked on any projects, you can display them by attaching a link.

**F\*:** Ask your supervisors or anybody that is familiar with your experiences to write a recommendation for you. even just as a refresher!

*A cover letter:*

- Accompanies your résumé and tells the reader why you are the best candidate for the job.
- Focuses attention on a specific experience and skills from your résumé that qualify you for a specific job or industry.
- Is a writing sample, so grammar, sentence and paragraph structure, spelling, and punctuation are critical.

2000 North Parkway, Box 333  
 Memphis, TN 38112  
 February 3, 2014

William Blair  
 Director  
 St. Mary's Retirement Village  
 2100 North Main Street  
 Memphis, TN 38112

**A**

Dear Mr. Blair:

**B**

Through Rhodes College Career Services, I learned of your need for an Activities Coordinator at St Mary's Retirement Village. I am very interested in this position and feel confident in my abilities to perform the outlined responsibilities.

**C**

Throughout the last six years, I have participated in several community organizations. As you will note on my enclosed resume, I actively assumed leadership positions in these organizations. Through these experiences, I had the opportunity to plan fund raisers. These projects provided me with opportunities to develop organizational skills and leadership abilities. More specifically, I was responsible for securing facilities, arranging publicity, recruiting and training volunteers, and managing small budgets. As the Activities Coordinator for St. Mary's Retirement Village, I would be able to draw from my previous experiences in order to plan social and recreational events for the residents.

**D**

In addition to my experience, I offer creativity and maturity. In the position of Activities Coordinator, I would be able to employ these personality traits to plan programs and events that would appeal to diverse interests. I would strive to meet the residents on an individual basis and solicit their ideas for new and innovative programs. I have enjoyed my past experience in working with senior citizens and look forward to beginning my career in an activities coordinator position.

**E**

My résumé will provide additional information about my experience and qualifications. I am extremely interested in the position and would welcome the opportunity to interview with you at your convenience. I will call you during the week of February 17 to verify receipt of my application materials. If you would like to call me prior to that time, I can be contacted at 901-843-5000. Thank you for your consideration.

Sincerely,  
 Annette Price

**NOTES**

**A)** If no name is available to address, use a generic title such as Selection Committee, Internship Coordinator, or Human Resource (HR) Manager. You can also search their website for a contact.

**B) Opening Paragraph.** Here you should state the position for which you are applying; how you found out about it; and ask for consideration based on the experiences and skills you have to offer. Indicate by whom if you have been referred by someone. Provide a brief summary of the skills and experiences that make you qualified for the position.

**C) First Body Paragraph.** In this section you want to highlight your experience directly related to the position. Emphasize your strongest attributes that relate to the position for which you are applying. Build a connection between your background and the company's needs.

**D) Second Body Paragraph.** In this section you want to emphasize additional experience that can be applied to the position. The skills and experience highlighted should be different from the first body paragraph—they should be qualifications that you can use to further the position and provide something new to it.

**E) Closing Paragraph.** Here you should restate your interest in the position and highlight how your unique qualifications fit the position. Indicate that you would like to meet with them to further discuss your qualifications. If allowed, mention that you will follow up with them at a date about 2 weeks away and how they can reach you before that point. Thank the reader for his/her time and consideration.

To: HRS@GEN-PROBE.COM

Subject: Application for R&D Molecular Biology (ID: 6387BR) Internship

ATTACHMENT: Sam Science

Dear Mr. Smith,

I recently learned about the R&D, Molecular Biology (ID: 6387BR) internship at Gen-Probe through Rhodes College Career Services and would like to be considered for this position. After talking with Ms. Carson in the Research and Development Department about the internship and researching your company's goals for the future, I am certain that my lab experience and communication skills make me a strong candidate for the position.

Gen-Probe strives to improve the lives of individuals by creatively implementing new designs in molecular diagnostic products while maintaining an energetic and collaborative team effort. I believe that my problem-solving skills and innovative nature, coupled with my demonstrated lab experience, will enable me to help you achieve your goals. As you can see from my resume, I have taken several relevant courses in Molecular Design and Synthesis, Cell Biology, and DNA labs that have allowed me to practice techniques including sample preparation, analysis of reaction kinetics, and plasmid preparation.

Additionally, I have experience working with the American Heart Association, which allowed me to work in a team environment. Through this experience, I was able to develop excellent communication and leadership skills while presenting our research results at a national conference.

I would welcome an opportunity to talk further with you about how my skills and experience could benefit Gen-Probe. Please see my attached resume for further details on my qualifications. Thank you for your time and consideration.

Sincerely,

Sam Science  
(901) 834-7293  
scisn@rhodes.edu

## NOTES

**A)** When crafting a cover letter email, always be sure to include the position you are applying for in the subject line so that the reader knows what to expect.

**B)** Some employers will ask resumes to be saved as the applicant's name and the position they are applying for, such as Sam Science\_Molecular Biology Internship.pdf. It is always best to include a pdf version of your resume since a pdf is more likely to be compatible and the information cannot be readily changed like it can in Word. If the employer asks for an attached cover letter, write it as shown in the previous example and attach it to your resume. Otherwise make the cover letter the body of your text. Including a cover letter, unless specifically asked not to, shows enthusiasm to work at the organization and allows you to showcase your skills.

**C)** The only change that should occur between a cover letter email and document is the salutation and signature. There is no need to include the addressee's name and contact information at the top, nor your own.

**D)** A proper signature for a cover letter email should include your full name, phone number, and email. You may use your class year, such as Rhodes College Class of 2015, if applicable. As a full-time student, including class year would be the same as someone listing his/her position title. It should be noted that including class year dates the applicant, which can be both good and bad.

Ah, the interview. A crucial aspect of the job search. First off, if you have been asked to come in for an interview, take a moment to be proud of yourself! This may be one of the first steps, but getting an interview is one closer to the finish line. If you haven't yet gotten an interview yet, keep your chin up and keep trying. It's going to happen sooner or later, so be sure to persevere through the frustration of waiting. To start off our section on interviewing tips, we have an essential list of the interviewing do's and don'ts.

This is an overview of many of the topics that will be covered over the next few pages. Many of these may come across as common sense, but the most frequent interviewing mistakes tend to come from not following these guidelines so be sure to read through



## TOP TEN INTERVIEW TIPS

1. Research the company thoroughly before your interview
2. Identify your top 3-5 skills and determine how they are relevant to the position
3. Complete a mock interview with Career Services before the actual interview
4. Dress appropriately for the industry
5. Bring additional copies of your résumé and references to the interview
6. Arrive 10-15 minutes early, and turn off your cell phone
7. Be as specific as possible when responding to questions
8. Have 2-3 intelligent questions ready to ask the interviewer
9. At the end of the interview, ASK FOR THE JOB
10. Write a prompt (within 24 hours) thank you note to your interviewer(s)

The most important interview preparation rule to follow is to **be prepared**. You should never wing an interview, because the interviewer will notice the difference between you and candidates who took the time to do their homework. Aside from the TOP TEN list above, the following pages go more in-depth into the various elements necessary for a good interview presentation. These include, types of interviews, common questions, how to answer questions, rules for professional interview attire, and much, much more!

## Mock Interviews

Our Career Services office can schedule mock interviews with you at any time in preparation for any type of interview, be it medical or graduate school, a position on campus, or even a job offer. Call 901-843-3800, and Daniel Vanaman will meet with you to discuss your individual interview needs.

*Note: If you are a student applying for medical school, be sure to consult with **Dr. Alan Jaslow**, as he will have up-to-date information on the medical school application and interview process.*



# COMMON INTERVIEW QUESTIONS

18

QUESTIONS	WHAT YOU'RE REALLY BEING ASKED	WAYS TO ANSWER/PREPARE
Tell me a little bit about yourself.	This is an open-ended question usually asked to help "break the ice".	Think of this as the introduction of a paper. This should conclude with why you are qualified for the job. Be specific and brief. Your answer should be about two minutes.
What do you know about our company? Or Why are you interested in working for our company?	This is to show the employer that you have researched the organization. They want to see that you connect to them on a deeper level than a stable salary.	<b>DO YOUR HOMEWORK.</b> Know the organization's size, mission statement, services, products, clients, goals, organizational structure, and history. In your answer, try and relate any one of these aspects to your career goals.
What is your biggest strength/weakness?	<i>Greatest strength:</i> The interviewer wants to know how you perceive your talents and abilities as a professional and how these can translate to you being beneficial as part of their company.  <i>Greatest weakness:</i> The interviewer wants you to be honest and realistic. There is a happy medium between self-deprecation and unawareness of your faults.	Prepare for both of these. For your greatest strength, be "humbly confident". Sell yourself, but don't brag. For your biggest weakness. Be honest, but end on a positive note. Turn a negative, such as your weakness, into a positive or explain that it is something on which you are actively working to improve.
How do you work under pressure and deadlines?	The question and its purpose are pretty straightforward here. The interviewer needs to be sure you'll	Assure the employer by providing relevant examples that illustrate your ability to work under pressure and meet deadlines.
Describe your best/worst boss.	This question is asking how well you work with superiors because oftentimes in the workplace personalities conflict; this question tests how well you will manage conflict and/or personality differences.	Again, be positive. There is nothing appealing about bashing a former employer, even if they did treat you like the dirt under their shoe. Like your weakness, put a positive spin on the negative, such as what you took away from the experience.
Give an example of a problem you encountered either in school or at work, and explain how you solved it.	Problems exist in every work environment. The interviewer wants to be sure you can be diplomatic in difficult situations.	Be logical. State the problem and then illustrate the step-by-step procedure you used to correct it.
Describe an experience in which you worked as part of a team.	Yes, there is a "me" in team. And the interviewer wants to know where you fit into the team dynamic.	Being able to both contribute to and lead a team are very important qualities. Give this question serious consideration and develop answers for both situations.
What are your short and long term goals?	The interviewer wants to know, first and foremost, if you are committed to the company. Are you a worthwhile investment? Secondly, this question indicates whether or not you can set goals for yourself beyond foregoing dessert after dinner.	Be sure to indicate that you would like to grow within the organization. Your answer should demonstrate that the position is a good fit for your career goals.
What is your greatest accomplishment?	They're not just trying to find out what kinds of things you're good at. Interviewers ask questions like this because they're trying to find out about your values. The things that are of value to you contribute to your overall personality, which has a lot to do with your work habits.	Be as specific as possible – use numeric values whenever applicable, such as the number of people you supervised on a major project, your sales percentages, the money you saved your previous organization, programs created, awards, etc.
Why are you leaving your present job?	This question is designed to see how you will mesh into the company dynamic. An employee wants to see if you complain about an old boss or a bad work environment because this is often an indicator if you will do it again. Ultimately, they want to make sure your reasoning is honorable.	Do not speak negatively about your former manager or organization. Try to turn it around to what you think you can gain from this new organization. You can mention that you want more opportunity to advance, or more responsibilities and challenges.
What are your salary expectations?	Also a very straightforward question. This does, however, further show that you have done your research on the worth of your position	Research salary ranges ( <a href="http://www.salary.com">www.salary.com</a> ). Give a range of what similar positions pay and one based on your skills and experience.
Why should we hire you?	The interviewer not only wants you to convince him or her that you are the person they should hire, but they also want to know you truly desire the job. No one wants to hire someone who couldn't care less about the position and makes that clear.	Give concrete examples of your experience and knowledge that are relevant to the position.

## Analyze the Position

Before you are able to convince an employer that you are the right person for the job, it is important to understand exactly what the position entails. The Occupational Outlook Handbook ([bls.gov/ooh](http://bls.gov/ooh)), which has information to help define job responsibilities for specific positions, is a great place to start.

## Research the Organization

The more you know about the employer, the more comfortable you will feel and appear in an interview. A demonstrated knowledge of the organization will also help convince the interviewer that you are very interested in the position. Consider attaining the following information about the company: mission and goals, products and services, divisions and subsidiaries, sales and earnings, and competitors. The Career Services InRhodes site (<https://in.rhodes.edu/outofclass/career/Pages/default.aspx>) provides links to many employment databases such as Glassdoor that include company information.

## Market Your Skills

When preparing for an interview, it is important to have a clear understanding of what you have to offer. A thorough self-assessment of skills, interests, and work values will help you organize your thoughts in order to project a positive impression. Be prepared to discuss examples of your skills by describing specific experiences and accomplishments from your past. Your background and qualifications are important, but the confidence and enthusiasm with which you present them is equally as important in an interview.



*Interview Attire***WOMEN****Suits**

A two-piece matching suit is a standard choice for a woman's interview attire. Navy, dark grey, brown, and black are safe color choices. Wool blends are the recommended material.

**Pants/Skirts**

Whichever your choice, it should be well tailored and groomed, not too tight or too flowing. If you wear a skirt, it should be conservative in length. Make sure that if the skirt needs hemming, the length is appropriate when you are sitting down, as this is what the interviewer will see.

**Blouses**

Choose a tailored blouse that compliments your suit both in color and pattern. Stay on the conservative side for both – pastels and small patterns are safest. No cleavage should be showing.

**Shoes and Hosiery**

Clean and polished dress shoes with closed toes and a conservative heel (two inches at most). Pantyhose should be conservative and color and have no runs.

**Makeup & Jewelry**

Make-up should be minimal and conservative in tones, but a little is encouraged to maintain a polished look. Be wary of overdoing perfumes. The same goes for jewelry choices. Less is more for an interview. Keep it simple and moderate.

**Hair**

Neat and professional

**MEN****Suits**

A two-piece, matching suit is the standard for interview attire. Do not wear pants and a jacket that do not match. Recommended colors are dark navy or grey and a natural fiber, wool blend material.

**Shirt & Jacket**

Choose a well-fitting, long-sleeved (even in summer), neatly pressed button down. White or light blue are safe colors, but make sure to keep it conservative and professional no matter what. For the jacket, the sleeves should taper, gradually ending just over the wrist so the shirt cuff extends about ½ inch beyond the jacket sleeve.

**Pants**

Pants should be tailored, not too loose or too tight.

**Tie**

A good rule to remember: keep the color of your tie darker than the color of your shirt when it comes to interview attire. Keep the pattern professional and conservative, and make sure the length is appropriate – not too long or short.

**Socks & Shoes**

Socks should be dark and reach your mid-calf so that no skin is showing when you sit down. Shoes should be clean and polished dress shoes. They should also coordinate with one's belt.

**Cologne & Jewelry**

As with perfumes, keep its usage minimal. Wear a conservative watch.

**Hair**

Keep it neat and professional. Short hair is the way to go in interviews, so a haircut beforehand is highly recommended. Facial hair should be trimmed as well.

## *During The Interview*

Make a good first impression. Be sure to arrive for your interview at least 10 minutes early so that you can check your appearance and collect your thoughts before your interview. Do not be late! Be polite to the receptionist, secretary, and anyone else you encounter. You never know who will play a role in the hiring process. When the employer enters the room, make sure to stand, offer a firm handshake, look him or her in the eye, and offer a greeting similar to “Nice to meet you.” The only things that you should be carrying (using your left hand) are a pen and a portfolio with extra copies of your résumé; leave your coat, bag, and phone in the waiting room.

Remember to practice good nonverbal skills:

- \* Sit up straight with your hands in your lap
- \* Place both feet on the floor
- \* Maintain eye contact
- \* Be aware of any nervous movements such as tapping your foot or playing with jewelry

There are different styles of interview and different levels of formality, but most often they will involve the employer asking a series of open-ended questions designed to test and evaluate your potential as an employee. **When responding to behavioral based interview questions, it is recommended to use the CAR method.**

### **Using the CAR Method:**

#### **Challenge**

Briefly and specifically describe the challenge that you solved or developed an action plan to overcome. Describe a specific event or situation, not a generalized description of what you have done in the past. Be sure to give enough detail for the interviewer to understand, but keep it brief. This situation can be from a previous job, a volunteer experience, or any relevant event. Stay clear of personal stories or events that make you emotional.

#### **Action you took**

Describe the actions or steps you took to solve the problem, overcome the obstacle, or remedy the situation. Be sure to focus on what you did specifically. Even if you are discussing a group project or effort, describe what you did. Don't tell what you might do, tell what you did.

#### **Results you achieved**

What was the outcome? Were the results measurable? What were the benefits? What was learned?

#### **Common Behavioral Interview Questions:**

- Describe a situation in which you observed a problem and took action to correct it.
- Give an example of a time you had to deal with an irate customer/client. What was the situation and what was the solution?
- Tell me about a tough decision you made. What steps, thought processes, and considerations did you have to take to make that decision?
- What have you done in your present/previous job that goes beyond the call of duty?
- Describe your leadership style and give an example of a situation where you successfully lead a group.
- Describe the most significant or creative presentation/idea that you developed/implemented.





## Other Interviews

### The Second Interview

Very few employment offers are made after a screening interview. Many employers hold a second round of interviews for their most promising candidates. Being invited to a second interview indicates that the employer has a sincere interest in you as a candidate. Only accept an invitation for a second interview if you have a definite interest in the organization.

Remember all your tips from your first interview: arrive 10 minutes early, know the name of the individual you will be meeting with initially, know how to get to the location, and so on. Your second interview may take place in one of the following formats:

\* **Group Project:** If an organization intends to hire a large training class, they may use a group project to evaluate individual contributions, assertiveness, analytical abilities,

communication skills, and the ability to involve others in solving a problem. Teach For America is one company that does this consistently.

\* **Pre-Employment Testing:** Some employers utilize personality tests and tests of knowledge as part of the interviewing process.

### SKYPE/Telephone Interviews

You should prepare for a SKYPE or telephone interview with the same diligence with which you prepare for a face-to-face interview. Some employers will conduct screening interviews by phone to save time and money. It is important to have a reliable voicemail with a professional message. Stay away from ring-back tones and unprofessional answering messages. When the interviewer calls to arrange the interview, be sure to ask for basic information such as the interviewer's name and title as well as the projected length of the interview.

\* Sit at a desk with your résumé in front of you for easy reference

\* Keep a notepad and pen nearby to write down notes or possible questions.

\* The Career Services has space available for SKYPE or telephone interviews. Email [careers@rhodes.edu](mailto:careers@rhodes.edu) or call 901.843.3800 to reserve space.

### Informational Interviews

**Definition:** Informational interviews are brief conversations (typically an hour or less) with someone who has already had success in a career path that you are considering. These are little glimpses into your possible future, with the added benefit of growing your professional network and getting some firsthand advice.

Informational interviews are a valuable part of any networking plan. Here's the lowdown on how to go about setting them up and making sure they go off without a hitch:

1. Figure out who you want to reach out to
2. Make contact
3. Prepare for the interview
4. Meet with your contact.
5. Follow-up with a thank you note.



*Example Email Requesting Informational Interview – with Referral*

Dear Mr./Ms./Dr. \_\_\_\_\_,

My name is [John Doe] and I am a [senior] at Rhodes College pursuing a Bachelor of Arts [or Sciences] in \_\_\_\_\_. After graduation, I aspire to work in the field of \_\_\_\_\_, specifically as \_\_\_\_\_. [Insert a brief summary of any experience you may already have in this field/industry.] [Sarah Smith of certain company] has recommended that I reach out to you, for any advice that you may have about pursuing work in this field.

I would be delighted to treat you to coffee at some point in the next week or two, to ask you a few questions about your career path. I am eager to learn as much as I can about [field]. If this is not possible at the present time, I understand completely.

Thank you very much for your time and consideration. I look forward to hearing from you at your earliest convenience.

Best,

John O. Doe, III  
Rhodes College '15  
Doejo-15@rhodes.edu  
901.555.5555



## Following Up

### Why follow up?

Whether you are completing a job interview, submitting an application, or meeting them at an event, you can still make an impact afterwards. Following up gives you the edge necessary to create a great relationship with an employer. It also lets an employer know that you are truly invested in the job, which may result in an offer.

### How do I follow up...

#### ...after I submit my resume/application?

A phone call or actual letter is best if you are not familiar with the employer. It helps you stand out and makes you look professional. Only use an email follow up if you are familiar with the employer, or if the employer has a position where they travel a lot and email is best for them, i.e. government employee.

State that you are following up on the status of your application, as you are interested in working with the company.

Inquire after their timeframe for reviewing resumes and interviewing candidates to learn about their schedule for the selection process.

#### ... after a job interview?

Collect the contact information for each person you interacted with during your interview. You can get their business cards from the front desk or directly from them.

Ask your interviewers about their timeline for filling the position and their preferred method of communication at the end of the interview.

Send an email or handwritten, personal "Thank You" note within 24 hours of the interview. This allows you to reemphasize your interest in the position and show your appreciation. These letters also allow you to mention something you neglected to discuss and remind the reader of important points you made during the interview.

#### ... after I meet them? (e.g., at a job fair, networking event)

Be sure to receive the employer's business card so you can follow up.

A hand-written card or email sent within 24 hours is a strategic way to make sure they remember you.

Let them know that you enjoyed meeting them and remind them of the event where you met. Mention any information you discussed during the interaction and share your interest in working with the company.



## Sample Thank You Letter

**Sample Thank You Letter**

2000 North Parkway, Box 337  
Memphis, TN 38112  
February 25, 2014

William Blair  
Director  
St. Mary's Retirement Village  
2100 North Main Street  
Memphis, TN 38112

Dear Mr. Blair:

I sincerely enjoyed meeting with you today to discuss the Activities Coordinator position at St. Mary's Retirement Village. The information you shared regarding the goals and vision of St. Mary's was very exciting. My interest in the Activities Coordinator position was heightened as a result of my interview.

As I mentioned during our discussion, I have gained experience in planning major events involving more than 200 participants. Your goal of developing a city-wide "Adopt-a-Grandparent" program would require many of the skills that I have demonstrated through my previous experiences. I welcome the opportunity of initiating the "Adopt-a-Grandparent" program and am confident that I could gain the community support and participation that you desire. I am equally interested in developing additional education and social programs for the residents of St. Mary's Retirement Village.

The Activities Coordinator position closely matches my career interests and goals. I remain very interested in the position and would enjoy working with you, Mr. Perry, and Ms. Zink. I would bring to the position dedication, maturity, and a positive attitude for the worthwhile projects of St. Mary's.

Thank you once again for your consideration. I look forward to hearing from you.

Sincerely,  
Pam Palmer

## Email

Dear Ms. Smith,

Thank you for discussing the internship programs available at your agency. I thoroughly enjoyed our conversation, and was impressed with the IPRT that ST. Andrew's has implemented.

As a result of our conversation, I am even more convinced that my education and experience working in a clinical setting make me a strong match for your company. I appreciate your advice, and plan to apply to the internship position this week. Should you think of additional information, please feel free to contact me at (901) 748-8392.

Sincerely,

Richard Jones  
(901) 748-8392

## Sample Acceptance Letter

February 3, 2014

Clara Johnson  
Personnel Director  
Computer Info, Inc.  
135 Union Ave.  
Memphis, TN 38101

Dear Ms. Johnson:

I would like to thank you and Mr. Nelson for providing me the opportunity to work for Computer Info, Inc. I am pleased to accept the position of Research and Data Analyst. This position will enable me to do the type of work that I had hoped to pursue following graduation. I am confident that I will make a significant contribution to the Research Team of Computer Info, Inc.

As we discussed, I will begin work on July 1, 2014. In the meantime, I will complete all of the necessary forms as well as the required physical examination. I will deliver the employment forms to you personally in mid-June. At that time, we can complete any remaining items pertaining to my employment. I will contact you in May to schedule an appointment as you requested.

I truly enjoyed my interviews with you and Mr. Nelson and appreciated the opportunity to meet the staff with whom I will be working. I look forward to beginning my career with Computer Info, Inc.

Sincerely,

Cheryl Smart  
cc: Mr. Bob Nelson, President

## Sample Declining Letter

2000 North Parkway, Box 111  
Memphis, TN 38112

February 4, 2014

Jonathan Harvey  
Human Resources Director  
Technical Data Inc.  
759 Madison Ave.  
Memphis, TN 38102

Dear Mr. Harvey:

It was a pleasure meeting with you at Technical Data, Inc. I enjoyed meeting your staff and learning more about the Research Department.

You have an outstanding organization and I appreciate your offer to join the staff as a Research Associate. Over the last few days, I have carefully considered your offer in light of my career goals and aspirations. Although I am confident that I would enjoy working with the research team, I regret that I must decline your offer.

I truly appreciate your consideration of me for your staff. You have a fine team. I wish you continued success.

Sincerely,  
Cheryl Smart

*Email*

To: murray@rhodes.edu

From: stemq@rhodes.edu

SUBJECT: Acceptance of History Associate Position: Mary Stewart

Dear Ms. Murray,

**A** It is with great enthusiasm that I accept the position of History Associate at the History Department of Rhodes College. I am thankful that Rhodes renegotiated my starting salary to reflect \$52,350 annually. I look forward to joining your team, beginning employment on Tuesday, December 9<sup>th</sup>, 2014.

**B** Although there is no vacation granted for new hires within the first six months, I want to remind you about a pre-scheduled personal commitment we discussed during the selection process. This commitment will require me to be out of the office on Wednesday, January 7 through Thursday, January 15, 2014. In the meantime, please send any marketing collateral or readings you think may be helpful in my transition. **C** Thank you for this opportunity.

Sincerely,

Mary Stewart  
(901)636-8273

**NOTES**

An acceptance letter demonstrates your enthusiasm for the opportunity and clarifies your understanding of the job offer. For questions about negotiating salary, make an appointment with a Career Services counselor.

**A)** Outline the Acceptance Details. When accepting a new job, make sure to outline big ticket discussion items, including any changes to or conditions of salary and your first date of employment.

**B)** Time off. Some organizations allow new hires vacation or sick time off within the probationary period. Restate any time off or vacation that was agreed upon prior to accepting the job.

**C)** Get Ahead. Showing initiative before starting your employment is looked upon positively by hiring managers. If time allows, ask for material that will help you understand key information about the organization.



*Email*

To: KETTNER@JOB.com

From: gomae@rhodes.edu

SUBJECT: Natural Science Researcher Position: Alex Gomez

Dear Ms. Kettner,

Thank you for your time and consideration of my candidacy for the Natural Science Researcher position with the Environmental Division of Shelby County. While I believe firmly in the mission and appreciate the challenging career opportunities outlined during my selection process, I must decline your offer.

**A**

As I explained over the phone this morning, I had another offer from an organization which I believe better matches my current employment ambitions and interests. I cannot express enough gratitude towards the hospitality extended to me by you and your colleagues. I wish you all the best in finding the best candidate for this position, and look forward to seeing you at county meetings.

Respectfully,

Alex Gomez  
(901)630-7455

**NOTES**

If you choose to decline a job offer, do so professionally. Send the letter in writing via email or mail—after making a phone call to the employer. Never say anything negative in writing about the employer. If you had a very negative experience, career counselors are available to discuss that with you.

**A)** Reason for declining. The decision to decline an offer is usually based on the fact that another offer is a better fit for your interests and goals. It is fine to state this, without giving further details about why you declined the offer.



## Graduate School

*Based on recent statistics compiled by the Career Services staff, 56.0% of the Rhodes class of 2011 obtained employment, while 31.6% enrolled in graduate school.*

### Identifying Graduate Programs

After you have identified your area of study, you should begin researching appropriate programs. It is a good idea to begin by speaking with faculty members who share your academic interests as well as a career counselor.

You should consult the Career Services Resource Center, which has lots of helpful materials about accredited programs in a wide range of subjects. You should review information regarding degrees offered, faculty/student ratio, the percentage of women and minority students enrolled, average tuition costs and financial support, and research focus, among other things. The Graduate School Expo, held in September, hosts representatives from many programs who may open up a new range of possibilities to you.

After identifying your target list of programs, you should contact those schools to inquire about a course catalogue, application materials, and financial aid information. When you have reviewed all of the information sent to you, use it to create a list of schools to which you wish to apply. This list should include schools you are confident will accept you (safety schools), schools that will possibly accept you (target) and schools for which admittance may be difficult (reach). Some experts advise students to narrow their list to 4 or 5 schools; a condensed list will allow you more time to focus on each application, and you will also save money.

### Admissions Decisions

Admissions committees will use several standards to evaluate your candidacy. Some programs have very competitive admissions requirements and may accept less than 10% of all applicants. Peterson's Guide to Graduate and Professional Programs lists the acceptance rates of most programs. Do not let a low admissions rate discourage you from applying to

a program in which you have sincere interest. However, if a program has a low admission rate, consider applying to other programs of interest with higher acceptance rates. Overall, most admission committees will review your credential based on the following criteria:

- GPA
- Graduate admission test scores
- Undergraduate curriculum
- Overall content of application
- Timeliness of application materials
- Level of involvement in research, extracurricular activities and volunteer services
- Previous work experience (especially for MBA programs)
- Strength of recommendation letters
- Interview

## Graduate School Timeline/Checklist

### Late Spring/Summer Senior Year

- \_\_\_ Research various programs online
- \_\_\_ Contact schools of interest for more information
- \_\_\_ Take the LSAT in June
- \_\_\_ Take the MCAT in July or Aug.
- \_\_\_ Take an online practice test for GRE/GMAT

### August/September Senior Year

- \_\_\_ Attend a Senior Registration Meeting
- \_\_\_ Research graduate schools using Career Library
- \_\_\_ Begin studying for graduate admissions test
- \_\_\_ Take GRE/GMAT
- \_\_\_ Participate in Graduate School Expo, September 20

### September/October 2014

- \_\_\_ Meet with a career counselor: discuss post-graduation
- \_\_\_ Prepare a personal statement
- \_\_\_ Request letters of recommendation
- \_\_\_ Take the GRE, GMAT

### November 2014

- \_\_\_ Complete applications
- \_\_\_ Order transcripts from Rhodes Express
- \_\_\_ Research/apply for financial aid

### December 2014/January 2015

- \_\_\_ Mail applications EARLY

### February-May 2015

- \_\_\_ Interview at/visit schools
- \_\_\_ Evaluate acceptance letters to find your best "match"
- \_\_\_ Notify faculty & Career Services when you decide where to attend graduate school
- \_\_\_ Send thank-you letters to your references



## Graduate School Tests

Graduate School Examinations Graduate and professional schools usually require a specific admission test, among other requirements. The tests taken most frequently by Rhodes College students include the GRE, GMAT, LSAT, and MCAT.

Before taking an admission test, it is beneficial to become familiar with the specific test structure and questions by reviewing sample tests, which are available in the test bulletin and various preparation materials. In addition, several companies offer courses for more in-depth test preparation.

You are strongly advised to take admissions tests between your junior and senior years, or at the very beginning of your senior year. Do NOT procrastinate—you may find it necessary to retake a test to improve your scores, and it can take several weeks for your scores to be reported. Remember that all test performances will likely be seen by schools (and potential employers) as unwillingness to prepare. Therefore, it is highly preferable to achieve a top score on your first attempt. Before retaking a test, be sure you understand the manner in which your test scores will be interpreted by a given institution. Some universities will average the scores you earn on all tests, while others may only look at your best scores. Most graduate admission test scores are considered valid for five years.

### The Graduate Record Examination (GRE)

The GRE is required by most universities for admission into graduate programs. The test is computer-based and offered daily (Monday-Saturday). Appointments are scheduled on a first-come, first-served basis.

#### The GRE consists of three different sections:

- **Verbal reasoning** (Two 30 minute sections) — Measures your ability to analyze and evaluate written material and synthesize information obtained from it, analyze relationships among component parts of sentences and recognize relationships among words and concepts.
- **Quantitative reasoning** (Two 35 minute sections)—Measures problem-solving ability, focusing on basic concepts of arithmetic, algebra, geometry and data analysis.
- **Analytical Writing** (Two 30 minute sections) — Measures critical thinking and analytical writing skills, specifically your ability to articulate and support complex ideas clearly

and effectively.

- **Research Section**—In addition, one unidentified section is used to evaluate questions for future tests. This section does not count towards your final score.
- For more information concerning the GRE, visit the GRE website at [www.gre.org](http://www.gre.org)

### The Graduate Management Admission Test (GMAT)

The GMAT is required for admission into most management/business programs. The GMAT is a computer-based test that measures basic verbal, mathematical, and analytical writing skills. Prior knowledge of business is not required. The test consists of four sections that are timed:

- **Analytical Writing Assessment Section** (30 minutes)
- **Integrated Reasoning Section** (30 minutes)
- **Quantitative Section** (75 minutes)
- **Verbal Section** (75 Minutes)

When you receive your report, you will have four scores: verbal, quantitative, total, and writing. The scores for verbal and quantitative range from 0-60 (scores below 9 and above 44 are uncommon). Your GMAT total score will range from 200-800; two-thirds of test-takers score between 400 and 600. You will also receive a separate score ranging from 0-6 for your analytical writing assessment. You may choose to cancel your scores, but schools will see the cancellation report on your official score report. You may also choose to retake the test, but be aware that all scores from the last five years will be reported to the institutions you designate.

For more information about the GMAT, visit the GMAT website at [www.mba.com](http://www.mba.com)



**The Law School Admission Test (LSAT)** The LSAT assists law schools in assessing the academic promise of applicants. The Law School Admission Council recommends that students take the LSAT by December for admission the following fall semester. The test consists of five multiple-choice sections and one writing sample:

- **Reading Comprehension Section** (35 minutes)
- **Analytical Reasoning Section** (35 minutes)
- **Logical Reasoning Section 1** (35 minutes)
- **Logical Reasoning Section 2** (35 minutes)
- **One section of new test items that will not contribute to your score** (35 minutes)
- **Writing Sample:** Although the writing sample is not scored, it is made available to the law schools to which you have applied. (35 minutes)

Approximately five weeks after the actual test date, you will receive your score in the mail. The score scale for the LSAT is 120-180. All of your test scores will be reported to the institutions to which you are applying. These scores appear separately, but are also averaged together.

For more information about the LSAT, visit [www.lsac.org](http://www.lsac.org)

We also encourage you to speak with Professor Pohlmann ([pohlmann@rhodes.edu](mailto:pohlmann@rhodes.edu)) about the LSAT as well as applying to law school more generally.

### **The Medical College Admission Test (MCAT)**

The MCAT is a standardized multiple-choice exam. If you are considering medical school, you should plan to take the MCAT about a year or more before you plan to enter a program. The overall length of the test is 4.5 hours and consists of four sections. \*Note: The MCAT exam will change to a new format in 2015.

**The MCAT2015 exam is a computer-based exam that tests your knowledge and use of concepts from the natural, social, and behavioral sciences, plus your critical analysis and reasoning skills. The four sections of the MCAT2015 exam, in order, will be:**

- Chemical and Physical Foundations of Biological Systems
- Critical Analysis and Reasoning Skills
- Biological and Biochemical Foundations of Living Systems
- Psychological, Social, and Biological Foundations of Behavior

You may take the MCAT 3 times per year, and MCAT scores are generally valid for 3 years. All of your scores will be reported to potential medical schools. Most medical admission committees will look at all test scores when evaluating your candidacy.

For more information about the MCAT, visit [www.aamc.org](http://www.aamc.org)

You should also consult Professor Alan Jaslow in Biology: [ajaslow@rhodes.edu](mailto:ajaslow@rhodes.edu) or 901-843-3602.

**The Dental Admission Test (DAT)** The DAT measures general academic ability, comprehension of scientific information, and perceptual ability. You will have a total of 4 hours and 15 minutes to complete the following four sections:

- **Survey of Natural Sciences Section** (90 minutes)
- **Perceptual ability Section** (60 minutes)
- **Reading Comprehension Section** (60 minutes)
- **Quantitative reasoning Section** (45 minutes)

During the test, you will have the option to take a fifteen-minute break; if you decide to take that break, the testing session will resume automatically after 15 minutes have passed. Test scores range from 1-30, with a 17 considered as average. Candidates may retake the test, and your four most recent scores will be sent to selected dental schools. For more information about the DAT, visit [www.ada.org/dat.aspx](http://www.ada.org/dat.aspx)

**\*For more information on test dates and fees for any of the aforementioned tests, please consult the website for each individual test provided in the hyperlinks above.\***



## *Transcripts And Graduate School Essays*

### **Transcripts**

Graduate schools require official transcripts for completion of your application. Contact Rhodes Express to request that your transcript be mailed and allow 2-3 days for processing. If you have taken classes at any other college or university, you will also need to have an official transcript mailed from that institution.

### **Application Essays**

Writing an essay or personal statement is often the most difficult part of the application process. Some graduate schools are very specific about what to include in the essay or personal statement, but if they do not specify, it should be a statement of your goals and interests. When the requirement is a “personal statement,” the possibilities are virtually unlimited. You should develop a clear statement demonstrating interest in—and understanding of—your chosen field. Your essay should reflect well-developed writing skills as well as clarity, focus, and depth of thought.

Admissions committees try to evaluate a number of factors from your statement, including:

- Motivation and commitment to a field of study
- Expectations regarding the program
- Career intentions and major areas of interest
- Writing ability
- Research and/or experience; educational background
- Immediate and long-term goals
- Reasons for deciding to pursue graduate education in a particular field/institution
- Personal uniqueness—what would you add to the entering class?

### **Organize your Essay**

There are two main approaches to organizing an essay. You can outline the points you want to cover and then expand on them, or you can put your ideas down on paper as they come to you, editing them until you achieve a logical sequence. Developing an outline will probably lead to a well-organized essay, whereas writing spontaneously may yield a more individual piece of writing.

### **Have It Critiqued**

Regardless of the approach used, you should have your essay critiqued. Your adviser, a career counselor, and/or those who wrote your recommendation letters may be very helpful in critiquing your writing. Seek the advice and counsel of people in your chosen field; they should be able to guide you in terms of factors to emphasize in your essay.



## *Letters Of Recommendation*

Most graduate schools will request 2 or 3 letters of recommendation. Faculty recommendations are essential for academically-oriented programs, while professional programs (business, law, medicine, etc.) may request letters from professionals in their respective fields. When selecting people to write recommendations on your behalf, be sure to consider those who have seen you perform in an academic or professional role. You should not ask a family member or friend for a recommendation, unless that person is an active alumnus/a serving on a committee or board.

To request a recommendation letter, you should schedule an appointment with the faculty member/ professional to discuss your goals and plans. You should provide each person with your résumé or a summary sheet of your accomplishments. After discussing your plans, you should politely ask if he/she would be willing to write a letter on your behalf. Do not wait until the last minute to approach them—faculty are very busy at the end of the semester, and may not be willing or able to write on your behalf if you ask too late. If you would like your reference writers to mail the letter directly to a graduate program, you should provide them with an addressed, stamped envelope.

Some graduate programs request that the letters of recommendation be sent with the application. If this is the case, ask your writers to sign across the seal on the back of the envelope and send the letter to you. Most graduate admissions officers prefer confidential letters. If you would like your letter to be of a confidential nature you must use the recommendation form provided by the graduate office. On the form, you should sign the confidentiality waiver before offering it to the writer. These recommendations should be sent directly to the graduate admission office by the faculty/professional.

Even if you plan to take a break before attending graduate school, obtaining letters of recommendation from faculty before leaving Rhodes is a good idea.

When your applications are finished and your recommendation letters have been sent, you should thank everyone who wrote a letter on your behalf. It is appropriate to write them a thank-you note and even get them a small thank-you gift in the \$5-\$10 range.



## Graduate School Interviews

Although not all programs require interviews, the on-campus visit can help you strengthen your candidacy.

In addition, the campus interview will provide you a better understanding of the program and help you assess your interest in the university. An interview can be extremely beneficial to your decision-making process. If the university does not require an interview, you should request one. Keep in mind that some schools will interview only select candidates. If this is the case, you should arrange a “campus visit,” during which you can tour the campus, evaluate the facilities, and talk with faculty and students.

Prepare for graduate school interviews as you would for an employment interview. Research the programs and faculty, polish your interviewing skills, and be prepared to discuss your strengths, weaknesses, goals, and educational achievements. When interviewing with faculty, discuss how your interests, goals, and skills are compatible with the program.

Thorough research and on-campus interviews may be costly in terms of time and money, but your decision to attend graduate school is an important one that should not be taken lightly. You will likely be investing a generous amount of money into your education and foregoing several years of income if you choose to attend a graduate program. Compare the cost of campus visits to this investment, and you will soon realize that it is a small price to pay for a decision that will have a lasting influence on your professional and personal life.

### Grad School specific interview and visit tips:

- Arrange interviews or campus visits early in the semester during your senior year. Law schools do not conduct interviews but will generally arrange on-site visits. (If you are interested in medical school, you may want to visit the campus during your junior year.)
- To arrange a campus visit, write a letter expressing your interest to the program’s designated director of graduate studies.
- Prepare for the interview. Spend time researching the university, field of study, and the
- departmental faculty. Read published articles from the faculty to develop an understanding of the research and focus of the program.
- Prepare to discuss your interests, specifically demonstrating how the program will help you meet your academic and professional goals.
- Always follow up with thank-you letters.



## Graduate School Interview Questions

### Questions Asked of Graduate School Candidates

- Why did you choose to attend Rhodes College?
- Why did you choose your academic major?
- How would you describe the academic climate of Rhodes?
- What are your immediate career goals? Your long-term career goals?
- Why are you interested in this profession?
- What is your GPA? Is it reflective of your abilities?
- What contributions do you expect to make to this program?
- What subjects did you enjoy most in college? The least? Why?
- Why did you choose to apply to this institution?
- What activities, aside from classroom studies, have you participated in?
- What are your strengths? Your weaknesses?
- What have you accomplished in the past that demonstrates your interests and commitment to this profession?

### Questions Asked by the Candidate at Graduate School Interviews

- What research is currently being conducted in this department?
- Do faculty members have research teams?
- What are the strengths of this program? What makes it unique?
- How would you describe the faculty-student relationship in this department?
- How flexible is the program? Would I be able to describe my own program?
- How long has this program existed at the university?
- How would you describe the facilities (library, computer labs, etc.) available to students?
- Are teaching and research assistantships available? If so, how are students selected? How many are available? Are internships or other practical experiences a part of the curriculum?
- What types of career assistance is provided to graduate students?
- What kinds of positions do graduates of this program obtain?

## Financing Graduate School

There are a number of ways to finance your graduate education. Even if you think you will not qualify, you should still apply for financial aid. The application process for financial aid will vary for each school, but make sure you are aware of important dates and deadlines, as financial aid applications are often due earlier than normal applications.

There are three basic types of aid: grants, work programs, and loans.

### Grants and Fellowships

Grants and fellowships generally require no service in return. They often provide the cost of tuition and fees plus a stipend to cover living expenses.

### Work Programs

Teaching Assistantships, Research Assistantships, Administrative Assistantships, and the Federal Work-Study Program are all opportunities to work in exchange for a salary and/or tuition waiver. Not all assistantships are available to first-year students and decisions are most often made by the academic department. The Federal Work-Study Program is available to both graduate and undergraduate students who can demonstrate financial need. The dollar value of a work-study award depends upon financial need, the amount of money the school has to offer and the aid received from other sources.

### Loans

In order to qualify for most loans, you must demonstrate financial need. There are various types of loans with differing borrowing levels, repayment plans, and interest rates. The most common loans include Federal Stafford Loans, Federal Direct Loans, and the Federal Perkins Loan program. To apply for federal financial aid, you must complete the Free Application for Federal Student Aid (FAFSA). This application must be completed after January 1, preceding fall enrollment. You may secure the FAFSA from the Rhodes Financial Aid office or the financial aid office at the college or university to which you are applying. You may also complete a web-based version of the FAFSA at [fafsa.ed.gov](http://fafsa.ed.gov).

### Post-Graduate Fellowships

It is never too early to think about post-graduate opportunities like the Fulbright, Watson, Marshall, Truman, or National Science Foundation fellowships/ scholarships. We encourage you to contact Professors Judith Haas and Robert Saxe, co-directors of Post- Graduate Fellowships, for more information.

## Four Year Plan Checklist

Use this checklist as a simple tool to stay on track with your career path. For a more comprehensive list, visit: <https://in.rhodes.edu/outofclass/career/Pages/default.aspx>

### FIRST YEAR

- Make an appointment with a career counselor by emailing us at [careers@rhodes.edu](mailto:careers@rhodes.edu).
- Participate in our Career Tracks program in January.
- Check out possible career paths for different majors.
- Get to know your professors and academic advisors who may eventually serve as references.
- Begin work on a résumé and LinkedIn profile.
- Develop leadership skills by getting involved in extracurricular and community activities that interest you.
- Locate a summer job or volunteer opportunity. Review our job listings on a regular basis.

### SECOND YEAR

- Attend the Sophomore Career Series (SCS), a career-planning program during the fall semester.
- Revise/update your résumé and LinkedIn profile.
- Prepare for an internship if you plan to do one Junior Year. Attend an information session.
- Register with CareerLynx to look for internships and on- or off-campus jobs.
- Investigate online career resources.
- Become involved in the student chapters of professional associations

### THIRD YEAR

- Apply for an academic internship.
- Develop a list of potential graduate programs. Attend the Grad School Expo. Study and register for applicable graduate school exams (i.e. MCAT, LSAT, GMAT, DAT, GRE, etc.)
- Pursue leadership roles on campus to enhance your “marketability” to employers. Continue volunteering, shadowing, or participating in the Winter Externship program.
- Develop a list of potential employer contacts.
- Revise/update your résumé and LinkedIn profile to include internships/summer jobs.
- Begin/continue collecting letters of recommendation.

### SUMMER FOLLOWING THIRD YEAR

- Begin writing your personal statement/statement of purpose.
- Take GRE, LSAT, GMAT if necessary.
- For Health Professional School:
- Submit application via appropriate application service (i.e. AMCAS, AACOMAS, CASPA, PHARMCAS, etc.)
- Take the MCAT (if you have not already)
- Complete supplementary application materials

### FOURTH YEAR

- Attend one of the Senior Registrations offered at the beginning of each semester.
- Tailor your résumé and LinkedIn profile to the career/grad school you are pursuing.
- Participate in interview trainings and schedule a mock interview with Career Services.
- Apply to graduate and professional schools in **EARLY FALL** for scholarships. Attend the Grad School Expo.
- Attend the dinner etiquette program “Eat, Drink, and Succeed: Put Your Best Fork Forward”.
- Contact faculty and employers in order to obtain letters of recommendation.
- Browse CareerLynx for employment opportunities. Attend the Career Expo in the **SPRING**.
- Begin/submit applications for programs like Teach For America, Peace Corps, AmeriCorps, etc. in the **FALL**.
- Take advantage of the On-Campus Recruiting program, which allows you to interview with major corporations, government agencies, and others.

### “GAP” YEAR

- Obtain a paid internship or research experience.
- Become involved in an in-depth service commitment.
- Pay down credit card and/or undergrad debt.
- Experience/learn a new culture or language.
- Complete supplementary application materials.
- Interview or take campus tours at schools you applied.

## Marketing Your Liberal Arts Degree

*“These studies are the food of youth, the delight of old age; the ornament of prosperity, the refuge and comfort of adversity; a delight at home, and no hindrance abroad; they are companions by night, and in travel, and in the country.”*

— Cicero, Cicero: Pro Archia Poeta Oratio

### A Liberal Arts Education Means...

- *Fine-tuned communication skills:* Liberal Arts students graduate able to professionally express themselves, orally and in their writing.
- *Well-honed personal values:* At the heart of the Liberal Arts experience is the emphasis on self-exploration and the posed challenge of discovering not only what one thinks, but why.
- *Dynamic problem-solving abilities:* A Liberal Arts education is a well-rounded education. By taking courses in many subject areas, Liberal Arts students gain exposure to various fields and ideas. In this way, unlike specialized degrees, liberal arts degrees prepare graduates to be flexible in an evolving job market.
- *Cultivated ability to relate to those who are different from oneself:* Liberal Arts students learn to relate to others by studying different cultures and different schools of thought. By delving into ideas different from their own, these students learn to appreciate the value of diverse perspectives.

### What Today’s Employers Are Looking for in Job Candidates

*According to survey data collected by the American Association of Colleges & Universities*

#### (All characteristics accompanying a liberal arts education!)

- Ethical judgment
- Integrity
- Intercultural skills
- Critical thinking
- Complex problem solving
- Strong written and oral communication skills
- Applied knowledge in real-world settings
- Ability to engage in meaningful conversation on a variety of contemporary issues

#### How to Showcase the Value of Your Degree:

- *Present yourself as a well-rounded individual:* That’s what you are, liberal arts grad!
- *Know what your specific skills are and emphasize them:* No two graduates, and especially no two liberal arts graduates, are the same.
- *Structure your résumé so that it praises your liberal arts education.*
- *Treat your cover letter like a writing sample:* this is an opportunity to show off those amazing communication skills

