

HOW TO IMPROVE YOUR VMOCK SCORE

Tips & Resume Samples



RHETT HACKER

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EDUCATION

Boston University | Boston, MA Expected May 2019

B.A. in Computer Science

- GPA: 3.25

Coursework

- | | | |
|-------------------------|------------------------|----------------------|
| • Data Structures | Analysis of Algorithms | Software Engineering |
| • Networking Essentials | Programming Languages | Cloud Computing |

SKILLS

Programming: proficient in Python, Java, C#, SQL, JavaScript, XML, HTML*Tools:* proficient in MongoDB, PyMongo, Git, MySQL, JSON, Flask, Jinja2, Tamarin, Firebase, SQLite3**PROJECTS**

Computing Bike-friendly Neighborhoods | Boston University Sep 2017 – present

- Used Python, PyMongo, MongoDB, JSON to co-develop web service using Boston city data sets to measure bike-friendliness in each Boston neighborhood.

Qizmet | Boston University Jan – May 2017

- Built quiz website using Flask framework with team of four; used Python to parse XML files and create objects from them; used Jinja2 with HTML to run quizzes; quiz files stored with SQLite3.

Text and Content Similarity Tool | Boston University Sep – Dec 2016

- Coded in Python, developed algorithm to compare multiple sources of written content and determine degree of similarity of specific words, phrases, prefixes, and suffixes.

EXPERIENCE

Tamarin | Boston, MA Jun – Aug 2017*Customer Support Engineer Intern*

- Debugged apps for customers created with the Tamarin platform in C#.
- Found and reported bugs in Tamarin products by writing apps in Android Studio to see if bugs can be duplicated.

Global App Initiative | Boston University Oct 2016 – May 2017*Android Development Intern*

- Used Android Studio with Java and XML to program app enabling users to submit questions and receive answers from professionals at Boston Public Health Commission; used Firebase backend services and Twitter API.
- Led team using GitHub; enabled team members to contribute to project to ensure completion by deadline.

ADDITIONAL EXPERIENCE

Department of Computer Science | Boston University Sep 2017 – present*Course Assistant*

- Tutor 500+ students in Python & Java concepts, assembly language, data structures, and fundamental algorithms; critiqued and graded homework for all students within four days.

ACTIVITIES & LEADERSHIP

B.U. Learning Resource Network | Boston University Jun – Aug 2016*Artemis Project Coordinator*

- Designed lesson plan with three coordinators for 5-week summer program to teach and mentor 9th grade girls in computer science and engineering.

WORD TO THE WISE

Focus more on VMock's practical feedback, and less on the score.

- VMock's standards are high and strict, so don't worry about scoring 100 before sending it out. The resume samples created by our office are very good and score in the 80's. If your score is in the 70's, you're well on your way to a great resume.
- Keep in mind that VMock is not meant to replace real-person feedback—you can still have your resume reviewed by BU career staff. But use VMock first and make changes based on its feedback. That way your in-person review can focus more on substance and nuance.
- VMock gives you feedback specific to your resume in both System Feedback and Bullet-Level Feedback. System Feedback evaluates all aspects of your resume. Bullet-Level Feedback shows how select criteria—those relevant to the way you describe your experience—apply to each bullet point, one by one.

For maximum benefit, check out VMock's in-app guides.

- Within System Feedback, guides are provided for all elements of the Impact and Competencies modules. There's also a guide within Bullet-Level Feedback for additional help on writing great bullet points.
- To access the guides, simply click the "see guidance" button wherever it appears.

When using VMock's feedback, make as many changes as you can at one time before uploading it again.

- You get 10 uploads per year, so if you're only making small changes each time, you'll quickly run out.

HELP WITH SPECIFIC TOPICS

Impact

Action-Oriented
Specifics
Avoided Words

Presentation

Number of Pages
Essential Sections
Overall Format: Date Formatting
Overall Format: Section Spacing
Overall Format: Bullet Check
Section-specific: Personal Details

Competencies

Bullet-Level Feedback

Network Feedback

How to Ask for Network Feedback
Sample Request for Feedback
Requesting CCD Feedback

What To Do If Your Resume is Too Long

Lists of Action Verbs

for Specific Impact
for Competencies

Resumes Samples

IMPACT

The Impact scoring module is a style guide for your bullet points. Here's what it looks for you to do:

- Start with a focus on what you did (Action-Oriented)
- Indicate the tools, techniques, and skills used; specify the amount and frequency of what you did and produced (Specifics)
- Avoid repetitive language (Overusage)
- Leave out unnecessary words while still maximizing meaning and detail (Avoided Words)

Action-Oriented

Begin bullet points with action verbs.

- Starting with phrases like "Responsible for..." or "Market research..." or "Poster presentation..." will get flagged as a problem.

Use action verbs that are specific rather than generic.

- Starting with verbs like "worked" or "helped" will get flagged by VMock as weak verbs. For better action verbs, identify what the work or help consisted of.
- Use the VMock guides in the Impact module for examples of specific, action-oriented bullets.
- Also check out our [verb list](#) below, organized by type of action, for more precise language.

Weak vs. Strong verbs

- When verbs get flagged on your resume as weak, VMock's examples of strong verbs aren't always the best fit.
- Our [verb list](#) below is organized by type of action, so that should be more helpful.

Specifics

- VMock loves numbers, so try to quantify everything you can. If you can't be precise, ranges and estimates are fine. Keep in mind, quantifying something is not only about amount (how much) but also frequency (how often).
- Include information about tools, techniques, and skills used to get something done.
- When listing technical or language skills, include information about your level of ability.
- See our [verb list](#) below for action verbs that signal specific accomplishments and improvements.

Avoided Words

- Good resumes have a concise, punchy style. So VMock flags articles (a, the) as words that are generally safe to delete. Try doing that and check whether the meaning is still clear.
- Avoid pronouns (I, we, me, our). Leaving these out is generally accepted practice.
- VMock flags certain adverbs (successfully, effectively, independently, etc.) as filler words that pad your bullet points without adding substance. For example, "Successfully completed all assignments" is just a puffed up version of "Completed all assignments."

PRESENTATION

The Presentation module in VMock evaluates your resume's layout and formatting of information. From our testing, this is where students can usually improve the most and do so pretty easily. Check out these tips to help you solve some things that VMock flags as problems.

Avoid stock resume templates that come with MS Word or other applications.

These templates use unconventional design elements—colors, images, layouts, and text formatting—and will trigger multiple error flags. A simple, straight-forward layout, one you build from scratch, is the way to go. And you'll do more than just raise your VMock score:

- People who read a lot of resumes prefer a simple layout because it's easier for them to navigate and find the information that matters most to them.
- Templates tend to lock you into a structure—section headings and the way their ordered—that doesn't put your background in the best light.
- Using a template risks sending the wrong message to your reader—that you can't be bothered, or manage your time, or learn how to use MS Word well enough to create it yourself.
- Writing your own resume isn't just about a single document, it's about learning how to frame and present your experience in a persuasive way. This is a general skill you'll apply in different ways, over and over throughout your career.

For creative resumes such as graphic design: focus on content feedback, not presentation feedback.

- The unconventional design elements of a creative resume will result in a low Presentation score, so feel free to skip over that part.
- Feedback for Impact and Competencies, along with Bullet-Level Feedback, will still be valid and useful, so focus on that to improve how you describe your experience.
- Along with our partners from CFA, we also recommend having two versions of your resume, one with a conventional design and layout (such as the example provided).

Number of Pages

A one-page resume is appropriate for most targets (but not all).

- One page is the norm for most industries and job functions, so VMock is set for that length for most types of resumes.
- Note the following exceptions: resumes targeted for Health, Research, Education, and Social Services are allowed to be two pages. If you are aiming for one of these fields, and your resume was flagged as too long, you can request a new benchmark rubric by emailing us at bucareer@bu.edu.

Make sure there are no blank pages at the end of your original document.

- By accident, many resumes are created with an extra page of blank space at the end. This will make a one-page resume look to VMock like two pages (and a two-pager look like three). As a result, the resume can get flagged as too long.

Essential Sections

Use section headings from the list shown in “Essential Sections”

- VMock shows allowed section headings in a bullet-point list.
- Headings are grouped together by generic type (like Co-curriculars and Other) but these types are not themselves allowed headings.
- The list of section headings reflects those we recommend—and leaves off those we don’t (e.g., Objective).
- The menu of section headings gives you a range of options to choose from, but VMock is strict about using exactly what is listed. For example, “Leadership & Activities” is allowed while “Leadership and Activities” is not.
- It’s possible that you have a section heading that gets flagged but in your considered judgment is what works best for you. In that case, keep what you have and move on to other suggested changes.
- It’s also possible that the section headings listed for you aren’t a good fit for your target. For example, you’re a science or engineering student applying for jobs in business and finance. Or you’ve recently changed your major, so the headings that made sense for you before no longer do. In that case, you can request a new benchmark rubric by emailing us at bucareer@bu.edu.

Overall Format: Date Formatting

Use date formats listed in VMock

VMock is set for the date formats recommended by BU career centers. The requirements are strict because inconsistencies and not-so-best practices in date formats are the most common we see. Here are the allowed formats, sorted by type of information.

Boston University

- Expected Jan 2020
- Jan 2020
- Expected January 2020
- January 2020
- Expected 01/20
- 01/20

Study Abroad

- Fall 2018
- Sep - Dec 2018
- September - December 2018
- 09/18 - 12/18

Transfer School (no degree earned)

- 2016 - 2018
- Sep 2016 - Jun 2018
- September 2016 - June 2018
- 09/16 - 06/18

High School or Associate of Arts

- Jun 2016
- June 2016
- 06/16

Experience Sections: Summer

- Jun - Aug 2018
- June - August 2018
- 06/18 - 08/18
- Summer 2018
- Summer 2017, 2018

Experience Sections: Academic Year

- Sep 2017 - Jun 2018
- September 2017 - June 2018
- 09/17 - 06/18
- 2017 - 2018

Experience Sections: Month, Year

- Mar 2018
- March 2018
- 03/18
- 2018

Some common issues with date formats:

- The date used for Boston University should be your expected graduation date, with no start date. This differs from other experiences, where you list a date range from start to finish.
- For date ranges, use space-dash-space formatting. For example, “June - August 2017” is allowed, while “June-August 2017” and “June- August 2017 is not.
- The same style of dash (shorter hyphen or slightly longer en-dash) must be used consistently throughout.
- Abbreviating months in your dates is a good way to use less text on secondary information. For a clean and consistent look, VMock is set for only one way to abbreviate: first three letters of the month with no period. For example, “Sep - Dec 2017” is allowed, but “Sept. - Dec. 2017” is not.
- Align dates on the right margin. This is recommended so that dates don’t crowd the information about organizations and positions, which are more important.

Overall Format: Section Spacing

Add a line of blank space before every section.

- Without that blank space, the document gets crowded, making it hard to read.
- If adding space pushes you over a page limit, and you don’t see an easy way to reformat (e.g., make margins smaller) or reduce content, then keep things as is and move on to other feedback.
- If your resume goes over the desired page limit, see the recommendations below on using space efficiently and reducing content as a last resort.

Make sure line spacing between experiences within a section is consistent.

- For readability, we recommend having some blank space between experiences within the same section. It doesn’t have to be a full line of space, a half-line or so will do.
- But if even a small amount pushes your resume over the page limit, then it’s okay to use single-space for all info within a section. (No points are deducted for single-space between items.)
- Whichever way you do it, just make sure you are consistent throughout. (Inconsistent spacing will cause a big point reduction.)

Overall Format: Bullet Check

Use standard black-dot bullets for describing your experience, and use them consistently

The Bullet-Level Feedback feature of VMock evaluates each bullet point individually. In order for it to work, your various experiences need to be described using bullet points. This is a good idea anyway, because bullets are preferred by people who read a lot of resumes.

- Bullets should not be used when listing an organization or position, only for describing your experience within the role and organization.
- Avoid non-standard bullet styles (arrows, dashes, other symbols). Only the standard, black-dot style is allowed.
- Make sure all bullets are indented the same amount in all sections so they line up vertically.

Section Specific: Personal Details

- Scoring for this element is a little quirky, and can seem harsh. The system checks and scores for several things at once, so if one small thing is off, it triggers a big point deduction.
- So, yes, a 15-point deduction for using parentheses for the area code in your phone number is tough grading, but it's a quick and easy fix.

Section Specific: Education

- Don't describe your field of study as a major (e.g., "Major in Economics" or "Economics major"). This will be flagged as an error.
- Do describe it as a degree program (e.g., "B.A. in Economics"). Then format your dates to signal that your graduation is in the future (e.g., "Expected 2020").

Spell Check

- VMock flags acronyms, jargon, and organization names (e.g., "InfoSys") as spelling errors (or possible errors).
- If you know the word is okay, hover over it and click "Add to Dictionary" and it won't be flagged as an error the next time you upload your resume.

COMPETENCIES

The Competencies scoring module looks for evidence of five skills that employers commonly look for when making hiring decisions.

- VMock scans all content—not only the experience described in your bullet points, but also position titles, degree program, any courses, languages, software programs, and so on.
- Guides are provided in the Competencies module for all five skills. Use those guides to see how each skill is defined, different ways it is demonstrated, and several example bullets.
- See our [verb list](#) below for a detailed list of action verbs organized by competency type.

BULLET-LEVEL FEEDBACK

Bullet-Level Feedback evaluates each bullet point, one by one.

- It uses the same criteria as the Impact module, checking for action-oriented language, lots of specifics, overused words, and unnecessary filler words.
- Therefore, when you improve your bullets based on the feedback and guides for Impact, this will improve your bullet-level feedback at the same time.

NETWORK FEEDBACK

How to Ask for Network Feedback

Once you have reached a score of at least 65/100 in VMock, you will have the option to request Network Feedback. Network Feedback allows you to solicit input on your resume from real people. To do this, we recommend several important steps to get the most out of your request.

Be thoughtful about who you ask

Ask for advice from people you trust and have talked to about your career path. If you wouldn't ask someone for help in person, then you shouldn't ask them through VMock. Professors you know well, friends, family, mentors, and prior supervisors or co-workers can all be great choices if you would normally ask them in person for career advice.

Talk to the person before asking through VMock

Before you send your request through VMock, ask the person if they are willing to review your resume. If they say yes, let them know that they will receive an email request with editing instructions. They will be able to review your resume through VMock without having to sign in or sign up for an account.

Craft a customized message in VMock

When you select the Network Feedback option, enter the name and email address of the person you're requesting feedback from. You will then be given a space to craft a message. Explain what your goals are for using the resume, and what you are looking for them to focus on. This helps them give you more precise advice.

Give them a reasonable deadline for when you would like to receive advice

If you have a deadline that you are trying to meet, let your reviewer know. It is important that you give them a reasonable amount of time to provide thoughtful advice and also enough time for you to make changes before a deadline.

Thank your reviewer

This is self-explanatory but once you get feedback, it is important to acknowledge their effort. You can do this outside of VMock either via email or in person.

Sample Request for Advice

Dear Professor Scarlett,

Thank you so much for agreeing to review my resume through VMock. As I mentioned in your office hours, I am using my resume to apply to a study abroad program where I will be taking two classes in sociology and interning 10 hours per week at a local nonprofit. I am hoping to highlight my previous nonprofit work, my communication skills, and ability to take initiative. My application is due in three weeks so if you could please provide me with some advice through VMock in two weeks by (DATE), so that I have enough time to make changes, I would appreciate it.

Thanks,
Rhett Terrier

Requesting CCD Feedback

Please see our website for instructions and eligibility: bu.edu/careers/reviews

WHAT TO DO IF YOUR RESUME IS TOO LONG

Step One: Use Space Efficiently

Margins

- Margins can be smaller for resumes than for other documents.
- Narrowest option: 0.5" all around.
- If space is available, use smaller margins on top & bottom, larger on left & right.

Contact information

- Your contact info can be combined on one line, two at most.
- Add a separator (not a comma) between items for readability. Examples:
email ▪ phone ▪ city ▪ linkedin
email | phone | city | linkedin

Line spacing: don't over space

- Spacing between items in same section: only 1.5 line spacing, not double space.
- For all lines within the same item—organization, position, bullets—use single-space.

Font size: don't go bigger than needed

- The default font size of 12 points is larger than needed. 11-point size works for all font styles.

Step Two: Reduce Content

Sections: options to reduce

- Combine separate sections into one (e.g., Activities & Community Service)
- Change one section into a sub-section of another (e.g., put Honors & Awards within Education)

Length of bullets: options to reduce

- For bullets barely over one line: re-phrase to fit on one line
- For two short bullets: combine to make one, single-line bullet

Last resort: options to remove content

- Eliminate less relevant bullets for experiences with more than four bullets.
- Eliminate some items altogether. Here are some guidelines for removing content:
 1. Older items that are redundant to more recent ones
 2. High school information and experiences
 3. Less relevant to position applying for
 4. Less impressive positions or achievements
 5. Positions with less responsibility
 6. Oldest experiences

ACTION VERBS

FOR SPECIFIC IMPACT

Accomplishment

accomplished	achieved	attained	awarded	competed	completed	earned
effected	ensured	exceeded	executed	generated	mastered	obtained
pioneered	produced	recognized	resulted	resolved	sold	solicited
succeeded	won					

Improvement

accelerated	automated	eliminated	expanded	expedited	improved	increased
reduced	reorganized	restored	restructured	simplified	streamlined	transformed
upgraded	consolidated	strengthened	corrected	enhanced		

FOR COMPETENCIES

ANALYTICAL

Research

collected	conducted	defined	detected	discovered	examined	experimented
explored	extracted	found	gathered	identified	inquired	inspected
investigated	located	measured	modeled	observed	researched	reviewed
searched	studied	surveyed	tested	tracked		

Analyze & Evaluate

analyzed	assessed	calculated	cataloged	categorized	clarified	classified
compared	compiled	critiqued	derived	determined	diagnosed	estimated
evaluated	formulated	interpreted	prescribed	organized	rated	recommended
reported	summarized	systematized	tabulated			

Technical

assembled	built	coded	computed	constructed	converted	debugged
designed	diagnosed	engineered	fabricated	installed	maintained	operated
printed	programmed	proved	rectified	regulated	repaired	resolved
restored	specified	standardized	systematized	tested	upgraded	

Financial

adjusted	allocated	appraised	audited	balanced	budgeted	calculated
compiled	conserved	controlled	disbursed	estimated	figured	financed
forecasted	netted	projected	reconciled			

COMMUNICATION

Verbal & Written

addressed	articulated	authored	briefed	clarified	conveyed	composed
condensed	corresponded	debated	delivered	described	discussed	drafted
edited	expressed	formulated	informed	instructed	interacted	interpreted
lectured	negotiated	notified	outlined	reconciled	reinforced	reported
presented	proposed	specified	spoke	translated	wrote	

Promote & Influence

advertised	influenced	marketed	solicited	contacted	convinced	represented
persuaded	motivated	communicated	elicited	recruited	promoted	publicized
enlisted						

Interpersonal

arbitrated	consulted	conferred	interviewed	mediated	moderated	listened
responded	suggested					

LEADERSHIP

Lead & Manage

administered	appointed	approved	assigned	authorized	chaired	conducted
contracted	controlled	coordinated	decided	delegated	directed	developed
enforced	ensured	evaluated	executed	headed	hired	hosted
implemented	instituted	led	managed	overhauled	oversaw	prioritized
recruited	represented	strategized	supervised	trained		

Plan & Organize (Events & People)

anticipated	arranged	contacted	convened	coordinated	logged	obtained
ordered	planned	prepared	processed	purchased	recorded	registered
reserved	scheduled	verified				

Plan & Organize (Data & Things)

consolidated	distributed	eliminated	filed	grouped	implemented	incorporated
logged	merged	monitored	obtained	ordered	organized	planned
regulated	reviewed	routed	standardized	structured	submitted	systematized
updated	verified					

TEAMWORK

Admin Support & Customer Service

aided	answered	arranged	catalogued	categorized	collated	collected
coordinated	distributed	emailed	ensured	expedited	explained	filed
greeted	handled	informed	implemented	maintained	offered	ordered
organized	performed	prepared	processed	provided	purchased	recorded
received	resolved	scheduled	served	supported	tabulated	

Collaborate & Build Relationships

collaborated	consulted	cooperated	coordinated	liaised	reached out	
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verb + object + with + # group members ("Organized fundraising event with 4 co-members...")

verb + object + in a team of + # group members ("Created media campaign in a team of 5 interns")

INITIATIVE

Create & Modify

authored	began	built	changed	combined	conceived
constructed	created	customized	designed	developed	devised
established	formed	formulated	founded	generated	initiated
integrated	introduced	invented	launched	originated	produced
shaped	staged	visualized	modified	revamped	revised
revised	updated				

Help & Guide

advocated	aided	assisted	cared for	contributed	cooperated
coordinated	ensured	furthered	guided	intervened	offered
referred	rehabilitated	supplied	supported	volunteered	served

Teach & Mentor

adapted	advised	clarified	coached	counseled	demonstrated
educated	enabled	encouraged	evaluated	explained	facilitated
familiarized	individualized	instructed	mentored	modeled	motivated
simplified	stimulated	taught	trained	tutored	

RHETT WARREN

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EDUCATION

Boston University | Boston, MA Expected May 2021

B.A. in Psychology, minor in Communication

- GPA 3.27

Related coursework:

- Principles and Practices of Public Relations Social Psychology Communication Writing

Pawnee High School | Pawnee, IN Jun 2017

- GPA 3.82
- High honors (all terms)

LEADERSHIP & ACTIVITIES

Boston University Public Relations Student Society of America | Boston, MA Sep 2018 – present

Member

- Attend weekly PRSSA meetings; researched local PR professionals to invite as speakers for chapter events.

Boston University Men's Soccer Team | Boston, MA Sep 2017 – present

Assistant Manager

- Coordinate with coaches and team manager to ensure equipment is ready for all practices and games, five days per week.
- Create travel itineraries for all ten away games to work with students' class and training schedules.

DECA – Pawnee High School Chapter | Pawnee, IN Sep 2016 – Jun 2017

President

- Ran weekly meetings to inform 50-member club about upcoming events and ongoing projects designed to develop future leaders and entrepreneurs.
- Led Pawnee High School DECA team to Indiana state DECA championships for three consecutive years as team captain.

ADDITIONAL EXPERIENCE

Boston University Dining Services | Boston, MA Sep 2017 – present

Dishwasher

- Clean dishes from 2,000 students per shift, maintain safe and sanitary working environment; praised for efficiency and fast pace by supervisor.

Mega Waffle | Pawnee, IN Jun – Aug 2017

Waiter

- Served 100-200 customers per shift with excellent customer service at most popular restaurant in town; earned up to \$150 in tips daily.
- Waited on 8-10 busy tables per shift to keep patrons satisfied and station running smoothly.

SKILLS

Computer: Adobe InDesign, MS Office (Word, Excel, PowerPoint), professional social media

Language: French (intermediate)

RHETT HUNTINGTON

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EDUCATION

Boston University | Boston, MA Expected May 2019
B.A. in International Relations (regional track: Europe; functional track: Foreign Policy)

- GPA: 3.52

University of Geneva | Geneva, Switzerland Spring 2018

Research Project:

- Wrote 15-page report on history of Switzerland's relationship to the European Union and growing popularity of restrictionist immigration policies among Swiss electorate in response to recent demographic changes.

PROFESSIONAL EXPERIENCE

United Nations Association of Greater Boston | Boston, MA May – Aug 2018
Programs Intern

- Researched, wrote and revised grant applications; resulted in \$20,000 of grant funding.
- Created and distributed materials for education program serving over 4,000 students annually.

World Health Organization (WHO) | Geneva, Switzerland Jan – May 2018
Health Policy Intern; Maternal, Newborn Child, and Adolescent Health Dept.

- Managed new Quality of Care Network program to ensure every pregnant woman, newborn, and child receive quality health care services in 9 participating countries.
- Communicated with 50+ country representatives, health care officials, providers and organizational partners to develop cohesive intervention plan and enhance local resources.

Accion International | Cambridge, MA Jan – Aug 2017
Resource Development Intern

- Analyzed direct mail response rates using Raiser's Edge; reported results for management review.
- Evaluated CRM platforms for functionality, flexibility, costs; findings resulted in switching to software more suitable for department needs.

LEADERSHIP & ACTIVITIES

Boston Invitational Model United Nations Conference XVII | Boston, MA Jan 2017 – present
Secretary General (Feb 2018 – present)

- Manage international conference with 1,500 attendees, 200 staff and 9 executive board members.
- Negotiate contracts with Boston University and Boston Marriott; manage \$100,000 budget.

Under-Secretary General of Crisis (Jan 2017 – Feb 2018)

- Led 6 Crisis Committees and supervise hiring and work for each committee's 15 staffers; coordinate activity of all 25 delegates within each committee (total of 90 staffers and 150 delegates).
- Direct and ensure accurate communication between 9 members of Secretariat and Crisis Senior Staff.

ADDITIONAL EXPERIENCE

Barnes & Noble at Boston University | Boston, MA Sep 2016 – present
Bookseller

- Provide excellent customer service to all shoppers in high-volume bookstore.

SKILLS

Computer: Adobe Photoshop (advanced); WordPress content management (proficient); Raiser's Edge; social media account management (all major platforms); Microsoft Office

Languages: French (professional proficiency)

RHETT ROCKEFELLER

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EDUCATION

Boston University | Boston MA Expected May 2019

B.A. in Economics

- GPA: 3.37

B.U. Study Abroad, London Program | London, UK Spring 2018

PROFESSIONAL EXPERIENCE

Truewest Credit Union | Fremont, CA Jun – Aug 2018

Business Banking Intern

- Conducted risk management analysis, cash flow analysis, and assisted with financial underwriting for credit memorandums and annual loan reviews.
- Categorized credit managers' expense reports by cost center and entered them into company's SAP database systems to ensure timely payments.

Scanlon Consulting Co. | London, UK Jan – Apr 2018

Analyst Intern

- Researched information for competitive analysis of firms in energy and financial service sectors.
- Created white space mapping for 9 firms with focus on distribution of functions across Europe.
- Results presented to London management and shared with all European Client Service Directors to streamline goals and operations.

The Green Light Group | Cambridge, MA Jun – Aug 2017

Marketing Intern

- Improved and updated company website: transferred information, wrote summaries, updated metadata; website traffic increased by 32%.
- Managed social media accounts on Facebook, Twitter, LinkedIn, and Google+.

LEADERSHIP EXPERIENCE

B.U. Economics Association | Boston, MA Sep 2017 – present

VP of Operations

- Create and analyze internal performance metrics; recommendations to improve events resulted in 5% increase in membership and 10% increase in attendance.
- Plan and invite guest speakers to educate members on trends and careers in finance, consulting, marketing, operations, and data analytics.
- Prepared 2018 Case Competition topic; drafted basic research information and materials for participating members.

ADDITIONAL EXPERIENCE

City of Fremont | Fremont, CA Summers 2014 – 2016

Assistant Site Director of Recreation Programs

- Coordinated 10 camp activities; delegated to staff of 20 counselors.
- Supervised camp activities for students, encouraged participation, and resolved conflicts.

SKILLS

- Proficient in MS Excel (charts, pivot tables, lookup functions)
- Social media management (Facebook, Twitter, LinkedIn, and Google+)
- Languages: Mandarin Chinese (intermediate), Spanish (basic)

RHETT BARTON

rbaron@bu.edu | 617-555-1234 | Boston, MA | www.linkedin.com/in/rhettbarton

EDUCATION

Boston University | Boston, MA

B.A. in Psychology, minor in Sociology

Expected May 2019

- GPA: 3.48

Related Coursework:

- | | | |
|-----------------------------------|---------------------------------|---------------------------|
| • The Nonprofit Sector in Society | Social Problems & Social Change | Sociology of Race & Class |
| • Gender and Prejudice | Psychology of Race | Psychology of Personality |

Boston University Study Abroad, Brussels Program | Brussels, Belgium

Spring 2018

PROFESSIONAL EXPERIENCE

Big Brothers Big Sisters of Massachusetts Bay | Boston, MA

Jun – Aug 2017

Program Services Intern

- Created, facilitated, and supported dozens of mentor relationships between “Bigs” and “Littles”.
- Conducted behavioral assessments using critical thinking and approved interview techniques.

Serve the City | Brussels, Belgium

Jan – May 2017

Nonprofit Project Management Intern

- Coordinated over 300 volunteers at multiple serving sites during annual Big Volunteer Week.
- Increased social media traffic by 40% by creating weekly social media posts to advertise various volunteer opportunities and events.
- Scheduled and actively participated in bi-weekly project team meetings.

Brookline Community Foundation | Brookline, MA

Sep – Dec 2016

Philanthropy Intern

- Provided administrative support to Development & Communications Manager and Director of Donor Services.
- Created promotional literature and weekly social media posts for events and donor opportunities.
- Assisted in development of two new community events and a fundraising campaign; raised over \$25,000.

VOLUNTEER EXPERIENCE

Boston University Siblings | Boston, MA

Sep 2017 – present

- Meet bi-monthly with a “little sibling” to provide support for her education and to develop trust and mentoring relationship.

FriendshipWorks | Boston, MA

Oct 2016 – May 2017

- Met with senior citizen once per week to build friendship through conversation during neighborhood walks.

ADDITIONAL EXPERIENCE

Boston University Admissions | Boston, MA

Sep 2015 – present

Administrative Assistant

- Provide friendly, professional customer service to staff and students by phone and in-person.
- Ensure timely and accurate information for students and students’ families.

SKILLS

Computer: Adobe Photoshop; WordPress web administration; Microsoft Office; social media management

Languages: Spanish (conversational); French (basic)

RHETT RECAMIER

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EDUCATION

Boston University, Sargent College of Health & Rehabilitation Sciences | Boston, MA Expected May 2019

B.S. in Health Science

- GPA: 3.50
- Dean's List (3 semesters)

Coursework:

- | | | |
|--|----------------------|------------------------------|
| • Microbiology: Human Infections Disease | Systems Physiology | Organic Chemistry |
| • Global Environmental Public Health | Health Care Delivery | Qualitative Research Methods |

RESEARCH & CLINICAL EXPERIENCE

Boston University Bioscience Lab | Boston, MA Jan 2018 – present

Research Assistant

- Investigate binding sites of enzyme uridine monophosphate synthetase; techniques used: actin pulldown, coupled activity, and competition kinetics assays, SDS-PAGE, fluorescence anisotropy, and protein purification.
- Process and analyze data using Excel and LB control software; will present results at symposium for Undergraduate Research Opportunities Program (UROP).

NY Blood Center Laboratory of Infectious Diseases Prevention | New York, NY May – Aug 2016

Clinical Research Recruiter

- Contacted 300 people by phone to evaluate eligibility for Project Achieve research studies on HIV vaccines and AMP study on HIV prevention.
- Interviewed potential participants for medical history, drug use, and sexual history and behavior to determine eligibility; used iDataFax to track information.

LEADERSHIP EXPERIENCE

Helping Hands for the Homeless | Boston University Sep 2017 – present

Secretary

- Research, organize, and track volunteer sites in Greater Boston area using Excel and Google Docs for monthly community service projects.
- Meet with e-board of 4 students to select volunteer sites and set agendas for bi-weekly meetings.

Alpha Gamma Kappa Sorority | Boston University Sep 2016 – present

Recruitment Chair, Fundraising Chair

- Plan monthly social events with other organizations to strengthen relations and recruit new members.
- Oversee planning for fundraising events for philanthropies (Avon Breast Cancer Crusade, Court Ordered Special Advocates for Children); raised over \$5,000 to date.

ADDITIONAL EXPERIENCE

Boston University School of Public Health | Boston, MA Oct 2015 – present

Grants and Finance Assistant

- Prepare and review grant budgets and application materials for federal and private grant proposals and renewals; complete post-award financial reviews to close out completed grants.

CERTIFICATIONS

- Basic Emergency Medical Technician (EMT) in MA
- First Aid & CPR

RHETT MCLUHAN

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EDUCATION

Boston University, College of Communication | Boston, MA

Bachelor of Science in Communication

Expected May 2020

- Concentration: Public Relations
- GPA: 3.53

Relevant Coursework:

- Principles & Practices of Public Relations
- New & Traditional Media Strategies
- Public Relations in Nonprofit Settings
- Design & New Media

PUBLIC RELATIONS EXPERIENCE

Boston University PRLab | Boston, MA

Jan 2018 – present

Account Executive for Goodwill of Boston

- Develop social media campaign to promote Goodwill's 2018 Boston Marathon Team and raise funds for Goodwill's Youth Initiative.
- Write content for newsletter; create 15 social media posts per week.
- Redesigned bi-monthly newsletter using Adobe InDesign to increase subscription rate by 27%.

Boston University Public Relations Student Society of America | Boston, MA

Sep 2016 – present

Active Member (Sep 2016 – present)

- Recruit new members through social media and various student organization events.
- Promote events and conferences to PRSSA members and other BU students in classes and on social media; attend and participate in weekly PRSSA meetings.

Conference Coordinator (Sep 2017 – Mar 2018)

- Coordinated northeast regional PRSSA conference attended by 100+ students; recruited 12 guest speakers and coordinated all travel logistics.
- Planned conference theme, guest speakers, and activities with 5 committee members.

ADDITIONAL EXPERIENCE

Boston University Language Link | Boston, MA

Sep 2017 – present

American Sign Language (ASL) Tutor

- Tutor beginner-level ASL students to strengthen vocabulary and grammar skills.
- Lead groups of ~10 students in discussions using ASL; create activities to foster skills.

Yard House | Boston, MA

Oct 2016 – present

Server

- Provide excellent customer service to guests in high-volume restaurant; communicate quickly and efficiently with staff to ensure attentive service and accurate orders.
- Increased up-sell item sales by 30% in 2017 fiscal year.

VOLUNTEER EXPERIENCE

Haley House | Boston, MA

Sep 2016 – May 2017

Big Brothers Big Sisters of Massachusetts Bay | Boston, MA

Sep 2015 – Jan 2017

SKILLS

Technical: Adobe InDesign & Photoshop, Hootsuite, WordPress, iMovie, Microsoft Office

Languages: American Sign Language (fluent)

RHETT NEWTON

rnewton@bu.edu | 617-123-4567 | Boston, MA

EDUCATION

Boston University Boston, MA
B.A. in Neuroscience Expected May 2019
• GPA: 3.25

RESEARCH EXPERIENCE

B.U. Medical School, Dracery Cardiovascular Center Boston, MA
Research Assistant, Cardiovascular Disease Project Jan 2018 – present
• Collect and input data for biobank of aortic and associated conditions; will enable physicians and researchers to better understand patient conditions and progression.
• Recruit and enroll 200+ patients to participate in study; enter relevant patient data in RedCap.

Boston Medical Center, Department of Emergency Medicine Boston, MA
Research Assistant Jan – Dec 2017
• Studied hypertensive, target-organ cardiac damage and its effects on disparities in cardiovascular disease, particularly within Black community, while investigating efficacy of vitamin D therapy.
• Interacted with 200+ patients, recruited them to be study participants, and screened them using FirstNet as part of recruitment process.
• Drew patients' blood samples and took blood pressures to collect vital stats.
• Collected patients' personal health information for data entry and analysis to draw connection between family history and cardiovascular disease.

B.U. Psychology Department, Cruyff Neuropsychology Lab Boston, MA
Research Assistant Feb – Aug 2016
• Focused on affective neuroscience: studied neural basis of positive desire and sensory pleasure, and negative disgust and fear involved in emotion and addiction.
• Triggered learning behaviors and addictive tendencies in subject rats; video recorded reactions to observe their pleasures and desires.
• Learned about animal protocols and research methods, enhanced knowledge and interest in neuroscience and psychology.

VOLUNTEER

Health Leads Boston, MA
Patient Advocate Sep 2018 – present
• Explain in simple terms how to navigate health care system for 12 patients unfamiliar with its complexity.

Hometown Heroes Hometown, NY
Peer Coordinator Sep 2015 – Aug 2016
• Organized group of 30 student volunteers; tracked results using CRM software and Excel to report out data.

LEADERSHIP & ACTIVITIES

President | National Senior Honor Society, B.U. Chapter Sep 2017 – present
Active Member | Boston University Hillel Sep 2015 – present
Student Board Member | Dean of Students Advisory Board 2016 – 2017

LAB TECHNIQUES

- | | | |
|--|-----------------------|------------------------------|
| • Chronic video-EEG recording and analysis | Neurophotonics | Fluorescence in vivo imaging |
| • Confocal immunofluorescence microscopy | Histology | Controlled cortical impact |
| • Fiber optic NIR spectroscopy | In situ hybridization | Immunohistochemistry |

RHETT VIGNELLI

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EDUCATION

Boston University, College of Fine Arts | Boston, MA Expected May 2019

BFA in Graphic Design, minor in Arts Leadership

- GPA: 3.46

B.U. Study Abroad, Paris Program | Paris, France Spring 2018

ARTS ADMINISTRATION EXPERIENCE

MASSCreative | Boston, MA May – Aug 2018

Campaign Organizing Intern

- Collaborated closely with senior leadership to advocate for increased public investment in creative sector.
- Organized 15 outreach and membership events across the state; researched state and local congressional campaign activity; maintained member databases and communication using NationBuilder.
- Attended annual Americans for the Arts Convention held in Boston to network with industry professionals and raise profile of MASSCreative.

Galerie Michel | Paris, France Jan – May 2018

Gallery Assistant Intern

- Communicated with collectors about current and upcoming shows at the gallery and international art fairs.
- Promoted current exhibitions: photographed, edited, and uploaded photos of artwork to gallery's website; created and updated social media accounts (Facebook, Twitter, Instagram) in both French and English.

LEADERSHIP & ACTIVITIES

B.U. College of Fine Arts | Boston, MA Jan 2018 – present

Admissions Ambassador and Peer Mentor

- Selected by peers to represent CFA to families and prospective students.
- Mentor and support 12 incoming freshmen in First Year Experience class.
- Planned, coordinated, and created marketing materials for three freshman events.

B.U. Outing Club | Boston University Jan 2016 – Dec 2017

Social Media Coordinator

- Elevated club's social media presence using best practices for social media design and interaction.
- Designed monthly print newsletters, weekly e-newsletters, and four event invitations.

Gallery 5 | Boston University Nov 2017

Organizing and Contributing Artist

- Conceived, developed, and contributed to student-run group show, *Curious Reality*.
- Co-wrote and proofread all show labels; installed work in gallery.

ADDITIONAL EXPERIENCE

Museum of Fine Arts, William Morris Hunt Memorial Library | Boston, MA Sep 2016 – present

Library Assistant

- Guide patrons in using research databases; assist with procuring materials.
- Organize monthly talks and exhibitions for Artist's Book series.

SKILLS

Technical: Adobe Creative Suite, WordPress, Google G Suite, NationBuilder, Microsoft Office

Languages: French (professional proficiency)

RHETT DEWEY

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EDUCATION & LICENSURE

Boston University | Boston, MA May 2019

B.S. in Elementary Education

- GPA 3.70; Dean's List (7 semesters)

Boston University Study Abroad | Madrid, Spain Summer 2018

Massachusetts Licensure: Early Childhood, PreK–2 (pending Aug 2018)

STUDENT TEACHING & FIELD EXPERIENCE

Morris School | Cambridge, MA Sep 2018 – May 2019

Student Teacher, Second Grade Inclusion Class, 25 students (Jan – May 2018)

- Designed and implemented science and technology units under supervision of classroom teacher.
- Designed an inquiry-based social studies lesson using primary source documents.
- Created learning centers to support differentiated instruction in math and science concepts.
- Met with special educator and instructional assistant to develop appropriate supports for students with IEP's.
- Assessed students' reading comprehension, fluency and words per minute through Read Naturally.
- Redesigned bulletin boards to support Tier 2 and Tier 3 vocabulary learning.

Field Experience, Second Grade Inclusion Class, 23 students (Sep – Dec 2017)

- Led students in creating class graph with Halloween theme based on measuring candy levels.
- Guided students through writing activity, "I Wish I Could Fly Because..."; compiled essays to create class book.
- Developed, administered and scored Individualized Reading Inventory.

WORK EXPERIENCE

Boy Scouts of America | Brooklyn, NY Summers 2016, 2017

Camp Counselor

- Created and led physical, social and educational activities for 25 campers aged 10-12.
- Communicated regularly with camp leadership and parents regarding childrens' adjustment to camp life.
- Voted "Counselor of the Summer" by peers.

St. Peters Elementary School | Brooklyn, NY Oct 2014 – Jun 2015

Tutor

- Provided 1:1 instruction on math and science topics for 5th grade student; student improved from C+ to A- by end of school year.

LEADERSHIP EXPERIENCE

Future Educators of America Club | Boston University Sep 2016 – present

Treasurer

- Manage all revenues and expenses; used Excel to create operations budget for \$15,000 of chapter income.

Alternative Spring Break, Habitat for Humanity | Memphis, TN Jan 2017

Trip Leader

- Co-led group of 12 Boston University students to paint house interiors.
- Arranged transportation and housing of volunteers with local families.

SKILLS

Computer: Google Suite for Education, Trello project management, Microsoft Office (Word, Excel, PowerPoint)

Language: Spanish (proficient)