CAREER PLANNING GUIDE 2013–2014

COLUMBIA UNIVERSITY CENTER FOR Career Education
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Welcome to the Columbia University Center for Career Education

Dear Columbia University Students and Alumni:

It is with great pleasure that I write to share the Center for Career Education’s 2013–2014 Career Planning Guide. The guide addresses all aspects of the career planning process from tools to discover your skills and interests, to cover letter and resume/CV guidance, to tips for job searching and interviewing. This guide is an excellent resource that we strongly encourage all students to read, study, and revisit throughout your Columbia experience.

We have combined a wealth of information into one handy resource book. Of course, this book is just one of many tools available to you at CCE to assist with your job search. We offer daily Quick Question sessions from 1–4p.m. during the academic year. CCE career counselors are also available for individual career counseling, resume guidance, interview preparation, and general career assessment. We offer skills-based workshops such as Power Half Hours on job searching, resume writing, networking, and interviewing throughout the semester (also available on the multimedia section of our website). Our online job and internship postings database, LionSHARE, is updated daily with new opportunities and is an excellent resource for students searching for internships, jobs, and employer events. CCE also holds special events throughout the year such as career fairs, networking nights, and industry showcases. For the most up-to-date information on our events, please check the calendar on our website at careereducation.columbia.edu.

We look forward to partnering with you and trust that this guide will be a valuable resource in your job search and career preparation.

Best wishes,

Kavita Sharma
Dean
Columbia University Center for Career Education

Students, alumni, and employers at Media Networking Night and the Spring Career Fair

Cover photo credits (Clockwise from top left): Susan Cook Photography, Suzie Schwartz, Sydney S. Gross, and iStockphoto
Finding fulfillment and success in a career requires dedication of time to exploring your interests, preparing your materials and approach, gaining experience in a variety of settings, and building a network of people in your fields of interest. It requires purposeful integration of career exploration into your life at Columbia. Just as you need to work towards good grades in your studies, it’s essential to put effort into planning your career in order to land the opportunities that are right for you. As the job search process can at times be stressful or overwhelming, it’s important to also find time for yourself, get support when you need it, and take your search step-by-step (see page 86 for steps in the job search process). Prioritize and dedicate time to career preparation during your time at Columbia and beyond, and remember that CCE is here to partner with you through every step!

**Quick Questions** 10-minute meetings that run from 1–4p.m. Monday to Friday during the academic year. Meet with a counselor for answers to brief questions, resume and cover letter reviews, or an introduction to CCE’s services and resources. Sign up for a time slot upon your arrival.

**Career Counseling** Career counselors meet individually with students and alumni of all backgrounds, experiences, and interest areas to work through every step of the career planning process. Call 212-854-5609 to schedule a phone, Skype, or in-person appointment.

**Mock (Practice) Interviews** Whether you are seeking an internship and have never been on a formal interview or you are a mid-level professional with years of work and interviewing experience, CCE counselors will provide you with specific feedback to enhance your interviewing skills. We also provide practice consulting case interviews. Call or stop by to schedule a phone, Skype, or in-person appointment.

**LionSHARE** is CCE’s full-service recruiting database. It gives students and alumni the ability to view and apply to job/internship postings and On-Campus Recruiting events. Login via our website under Find a Job/Internship.

**Internships** CCE offers unique domestic and international opportunities to help you explore your career interests and develop professional skills. Find more details on our website under Find a Job/Internship.

**Special Events and Workshops** CCE hosts both large scale events such as career fairs and networking events, as well as smaller workshops on career development topics like resume and cover letter writing, job and internship searching, and networking. Check our online calendar (careereducation.columbia.edu/calendar) regularly and turn to page 4 to learn more.

**Follow Us** Twitter, Facebook, and RSS Feeds.
Your Role in the Job Search Process

Explore your interests, skills, values, and personality and connect these to career options. It is essential to build awareness of yourself and your fit in the world of work so that you can locate and secure opportunities that are a good match for you. Learn more on page 9.

Prepare well-written cover letters and resumes or CVs; research, reflect, and practice before interviews and networking to present a strong professional image and communicate to an employer what value you add and why you want the position. Learn more on page 14.

Network with professionals to strengthen your industry knowledge, help you make career choices, and gain more contacts in your fields of interest. Also, the majority of jobs are filled by referral and information gathered through your contacts, because people like to hire people they know and trust. Learn more on page 67.

Experience potential career options and build transferable skills through:
- internships
- research experiences
- part- or full-time jobs
- volunteering
- leadership roles in student clubs/professional associations.

Learn more on page 80.

CCE Events and Resources

For All Students

CCE Online Career Resources
CCE has online tools to assist you with your industry research and career exploration. This library of resources includes links to external websites and original content created specifically for Columbia students and alumni. For example, you can listen to a webinar on refining your professional identity after raising a family, access resources for finding a job in the U.S. as an international student, or learn more about a variety of industries such as startups, government, communications, or science and research. CCE has subscriptions to Vault, Wetfeet, Going Global, Versatile PhD, and UNIWORLD, which provide access to additional job listings and industry, career, and country-specific resources.

Career Core Workshops (Fall and Spring)
Power Half Hours are 30-minute workshops covering resumes and cover letters, LionSHARE and On-Campus Recruiting, the job/internship search, interviewing, networking, and LinkedIn. These workshops are also available on CCE’s website.

Mock Interview Nights (Fall and Spring)
Practice interviewing with alumni and other professionals. You can also schedule mock interviews with counselors anytime throughout the year.

Career Workshops for International Students (Fall and Spring)
These workshops cover job search skills and immigration issues for international students. The International Students and Scholars Office also provides information for students completing their programs who are interested in staying in the U.S. to work.
Get the Internship (Fall)
Will you be looking for a summer internship? This event is tailored to sophomores and juniors interested in learning about the internship process, LionSHARE, and On-Campus Recruiting. Learn from insiders, industry leaders, and alumni/professionals in the field about preparing for the application and interview processes. Based on employer feedback, a job applicant’s understanding of the different divisions within a chosen field and the different types of positions available is essential for a candidate’s success. Attend to develop a plan to secure an internship in your target industry!

Consulting: Crack the Case Workshop (Fall and Spring)
In consulting, case interviews are used in the screening process to assess your thought process, analytical, and interpersonal skills. Learn from consultants how to analyze cases and provide solutions. Prepare by reviewing the Consulting Industry Resources on CCE’s website.

On-Campus Recruiting Program (Fall and Spring)
The On-Campus Recruiting (OCR) Program (see pages 83–85 for more details) allows employers to host information sessions and conduct interviews on campus. It provides students with direct access to some of the most competitive companies and opportunities in the job market today. Typically, OCR employers recruit full-time hires in the fall and summer intern hires in the spring semester. Students can find more information about dates and locations for employer events through LionSHARE and the Events Calendar on the CCE website (careereducation.columbia.edu/calendar).

Making the Most of Career Fairs and Networking Events
Be prepared to make connections with employers and networkers at career fairs, networking nights, and industry showcases through in-person workshops (offered before each large-scale event) and online resources such as our Making the Most of a Career Fair and Networking Event tipsheets and Startup Career Fair Employer Videos.

Clothing Closet
Borrow suits and accessories for the purpose of attending an interview, career fair, or professional networking event, thanks to generous donations from Macy’s and Bloomingdale’s.

Dossier Service
Maintain individual files containing letters of recommendation and related materials to be used in connection with applications for opportunities in colleges, universities, independent schools, and industry. Visit CCE’s website for details. Note: For Columbia College and Columbia Engineering undergraduates, the Center for Student Advising manages your dossier service.

Undergraduate Student Workshops
In addition to the following workshops, CCE hosts tailored orientation and/or career skill building programs for special populations such as athletes, veterans, and combined-plan students. CCE also works in partnership with other advising and academic departments and students clubs to connect students with career resources and services.

Secrets of Graduate School Admissions (Fall)
Panel discussion by admissions professionals and current graduate students about what comprises a competitive application to Masters and PhD programs in the Arts and Sciences and Engineering, including insider tips about personal statements, letters of recommendation and more.

“Getting a Job or Internship in…” Series (Fall and Spring)
In each workshop, students learn how to identify industry-specific career resources and recruiting timelines, develop a list of target companies, discover opportunities in their target industry and develop an effective job or internship search plan. Previous industries include Government and International Affairs, Non-Profit, Arts Management and Science and Engineering. Check our web calendar for upcoming industries and dates.

Group Assessments (Fall and Spring)
CCE conducts formal assessments with small groups of students in interactive workshops that build students’ self-awareness to support decision-making around major declaration, evaluating career options, or preparation for interviews.
Summer Funding Opportunities (Fall and Spring)
Find and apply for internship funding, and learn about other strategies to make ends meet. The Columbia College Alumni and Parent Internship Fund (APIF), Columbia Engineering Internship Fund (CEIF), and Work Exemption Program (WEP) are discussed. Resources are also available online.

Graduate Student Workshops

Career Essentials for Master's Students (Fall and Spring)
Workshops covering resumes/cover letters, effective job searching, networking, professional etiquette, and industry exploration for Master's degree students.

Career Essentials for PhD Students (Fall and Spring)
Workshops on career essentials for PhD students seeking non-academic opportunities.

Career Exploration for PhD Students (Fall and Spring)
 Workshop on career exploration for PhD students considering options beyond academia.

What Can You Be with a PhD? (Alumni Panels and Speakers) (Fall and Spring)
Columbia PhD alumni discuss their careers outside the academy.

Networking and Professional Development Opportunities

Speed Networking for Engineers (February)
Build networking confidence, learn about the careers of Columbia Engineering alumni and other professionals, and expand your network.

Media Networking Night (March)
Connect with alumni from across the media industry, including communications, television, film, radio, publishing, advertising, and public relations. Learn from their experiences and get tips for your search.

Professional in Residence (Fall and Spring)
Meet with employers and alumni from a broad range of industries in an intimate group setting. Professionals in science research, public relations, marketing, engineering, arts, international relations, and sustainable development have participated.

Site Visits (Fall and Spring)
Broaden your horizons with visits to a wide variety of employers. Experience the work culture, tour the office, and hear from a range of departments about their internship and job opportunities. Previous sites include: Council on Foreign Relations, Metropolitan Museum of Art, Major League Baseball, and Apollo Theater.

Columbia University Internship Network (CU In)
Student and alumni support networks for students interning in Boston, Chicago, Los Angeles, San Francisco, and Washington, D.C., over the summer months.

Columbia College Dinner and Discussion Series
CCE, in partnership with the CCAA Career Education Committee, presents the Columbia College Dinner and Discussion Series, where Columbia College students have the opportunity to interact with Columbia College alumni from different industries in a relaxed and informal atmosphere.
Career Fairs

**Fall Career Fair (September)**
Connect with employers in a wide variety of industries, including media, marketing, consumer products, consulting, education, finance, and retail recruiting for internships and full-time jobs. Attend employer/alumni panels during the fair to learn more about career options.

**Science, Technology, Engineering, and Math (STEM) Career Fair and Networking Reception (October)**
Features 100+ national and international engineering employers. Bonus: Columbia students network with employers at a reception the evening before the fair.

**Spring Career Fair (March)**
The fair attracts employers from a variety of industries including not-for-profit, public service, marketing, media, and consulting. This venue provides a unique opportunity to meet employers looking to hire students and alumni for both full-time and internship roles.

**Startup Career Fair (March)**
Focused on connecting startup firms, primarily from the NYC area, with entrepreneurially-minded students at Columbia. Numerous industries are represented including technology, sustainability, and media.

Industry Showcases
These events feature panels and networking opportunities with a small group of employers in a given industry, such as fashion, marketing/advertising, and boutique investment banking.

CCE Internship Programs and Columbia Student Enterprises
CCE has created tailored opportunities for students to explore career interests and develop professional skills. Program benefits can include alumni mentorship, networking opportunities, and professional development workshops.

**SPRING SEMESTER**

- **Columbia Arts Experience (CAE)**
  Internships with arts organizations in New York

- **Columbia Communities in Action (CCIA)**
  Internships with civic engagement and not-for-profit organizations in New York

- **Virtual Internship Program (VIP)**
  Internships that are project-based and virtual

- **Columbia Exploration Externship (CEE)**
  Opportunities for first-year undergraduates to explore industries in the New York area during Spring Break
The experience allowed me to better evaluate my options of pursuing careers in areas such as healthcare management and medical technologies. If someone had told me a year ago that I would be working in China for a summer, I probably—no definitely, would have laughed at them in disbelief. In the end, I left with an appreciation for the dynamism that marks modern China and gratitude towards the many people at my workplace who made my experience meaningful.

– Aditya Girish, SEAS 2014, United Family Healthcare, CEO Shanghai

SUMMER

Columbia Experience Overseas (CEO)
Internships across a wide variety of industries in Amman, Bangalore, Beijing, Hong Kong, Istanbul, London, Mumbai, Shanghai, and Singapore

Science, Technology, Engineering Program (STEP)
Internships in a diverse array of engineering fields

Columbia College Alumni-Sponsored Student Internship Program (CCASSIP)
Summer internship program in New York across a variety of industries

ACADEMIC YEAR OR YEAR ROUND

Columbia Student Enterprises
More than 200 positions are available in three student-run agencies: Columbia University Tutoring and Translating Agency, Columbia Bartending Agency and School of Mixology, and Inside New York. Take advantage of this unique, hands-on experience running or working for a business.

Kenneth Cole Community Engagement Program
Columbia College and The Fu Foundation School of Engineering and Applied Science have partnered with fashion entrepreneur Kenneth Cole to offer a groundbreaking program that combines classroom learning with a summer internship that immerses students in real-world community-building projects.

Peri Shapiro SEAS 2015 during the Columbia Exploration Externship Program
Identify Your Skills, Interests, Values, and Personality Traits

Whether you’re looking to transition to a new career or just starting out, self-assessment is the first step in finding a career that is the best fit for you. The more time you spend understanding yourself and your motivations, the more informed and productive your career search process will be. Start by reflecting on your interests, skills, values, and personality traits, as well as key experiences you have enjoyed. Research shows that people most satisfied in their careers are those who are working in jobs that closely align with these areas.

Career counselors can help you refine your understanding of your strengths and interest areas and identify potential career options by reviewing results from formal and informal career assessments and through brainstorming conversations. In addition to expanding career options, formal and informal assessment can help you:

• Gain a better understanding of what you bring to an employer, which helps you in applications and interviews.
• Develop a better understanding of areas that require further development.
• Enhance your ability to lead and work with others in team-based environments.

You can start by learning more about yourself, as it relates to your career development, through the following skills, interests, values, and personality exercises. Expanded versions of these and other assessments can be found on our website under Counseling & Services. Take notes and review the responses with a career counselor.

Interests:

Columbia student Mark Browning, who interned with CCE’s Columbia Arts Experience at Harlem Stage, said about meeting with a career counselor:

“As I spoke…about my interests, she suggested various paths and opportunities that aligned with my passions.”

What interests do you have that could be translated into a career? Ask yourself:
• Which projects or accomplishments have been most fulfilling and why?
• What has been your favorite class to date and why?
• What has been your favorite internship/job? Extracurricular activity? Hobby?
• In your previous jobs, what did you like and dislike?

To what type of careers might these identified interests potentially point?

Examples:

Your favorite course projects include writing? Career options could be:
• Technical writer for an engineering magazine or consumer products company
• Grant writer for a not-for-profit organization
• Speech writer for a politician
• Editor for a publishing house
• Journalist for an international news service
• A public relations specialist for a fashion house
• Social media manager for an arts organization
Interested in public service? Options may include working in:
- Healthcare and social work
- Federal, state, or local government
- Development consulting
- Corporate social responsibility
- Education, museums, or the arts

Values:

Career Assessments
In addition to informal career assessments on CCE’s website and in this guide, formal assessments are also available at CCE. There is a small fee payable to the provider of the available assessments. Schedule an appointment with a career counselor to discuss which assessment(s) might be most appropriate for you.

Strong Interest Inventory (SII):
The Strong Interest Inventory can help you discover your interests, preferences, and personal styles. It identifies themes and specific areas of interest, and it compares your interests with those of individuals in a variety of occupations. It can also help you identify new career, academic, or extracurricular options to investigate.

Myers-Briggs Type Indicator (MBTI):
The MBTI is designed to help you identify your personality preferences and provides insight into how you make decisions, interact with people, gather information, and get energized. The MBTI does not measure aptitudes, but helps you better understand your motivations, strengths and potential areas of growth, and career areas for exploration.

Card Sorting:
Card sort activities provide a fast, interactive, and engaging process for identifying skills and values and applying the results to career planning, career change, professional development, and self-marketing for the job search.

Taking the MBTI and Strong Interest assessments allowed me to better conceptualize my strengths and interests, especially so that I could use more precise vocabulary in describing my goals to others. I could identify why college counseling was an ideal career. I’m currently in an educational startup in China where I encourage my students to identify their personal goals too.

– Rosalyn S., CC 2011

Values play an integral role in career satisfaction. Samiha Rahman, Columbia student and intern with CCE’s Columbia Communities in Action, said about her internship experience at World Savvy:

"What I value most is being given so much responsibility to enact so many comprehensive, sustainable, and impactful events."

What do you value? Of the following list, prioritize the five career values that are most important to you now (they may change over time) by circling them, and cross out the five that are least important. Add any other values that are missing from your list. Also, consider which of the five most important values could be compromised if necessary and which values cannot be compromised. After completing this exercise, brainstorm and research the types of jobs or careers to which these values potentially point using the resources listed on page 13.

- Opportunity for growth/chance to advance
- Workplace location
- Opportunity to travel
- Intellectual challenges
- Having authority or responsibility
- Having work/life balance
- Salary/financial rewards
- Being an expert
- Good benefits or vacation time
- Job security
- Chance to make an impact
- Helping others
- Working as part of a team
- Initiating meaningful change
- Power
- Prestige
- Clear expectations and procedures
- Pursuing a passion
- Recognition
- Independence on the job
- Learning from the job
- Room for creativity
- Having your own office
- Collegial atmosphere
Personality:

Learning about your unique personality is one part of choosing a fulfilling career path. Personality can be defined as a combination of qualities that form an individual's distinctive character, which influence how you see, experience, and interact with the world. Reflect on the questions below as a first step in thinking about your personal traits:

- How would your friends or family describe you?
- How and with whom do you prefer to spend your time?
- How do you like to approach new projects or activities?
- How do you typically make big decisions?
- How do you prefer to go about your day?

What could these results mean about your personality and what makes you distinct from other people? To learn more about your personality and how it affects career choice, talk to a counselor about taking the MBTI or read *Do What You Are* by Paul Tieger and Barbara Barron-Tieger, available in CCE’s resource library.

Skills:

According to a 2013 survey conducted by the National Association of Colleges and Employers (NACE), the top qualities/skills employers seek in new hires are:

1. Ability to verbally communicate with persons inside and outside the organization
2. Ability to make decisions and solve problems
3. Ability to obtain and process information
4. Ability to plan, organize, and prioritize work
5. Ability to analyze quantitative data
6. Technical knowledge related to job
7. Proficiency with computer software programs
8. Ability to create and/or edit written reports
9. Ability to sell or influence others

Throughout the course of your life, you have gained competencies in many areas. In which of the following do you excel? This chart will help you identify your strong points that you can apply to career decision-making as well as to transitioning to different fields. Check off the skills that you have demonstrated inside and outside of the classroom. Then, go back and circle those skills you most enjoy using and cross off those that you do not enjoy using. What patterns can you identify?

**Communication Skills**
- Present information to large and small groups
- Handle complaints in person/over the phone
- Sell ideas, products, or services
- Listen carefully and attentively
- Develop rapport easily with diverse individuals and groups of people
- Read or speak another language
- Edit and proofread written material

**Creative and Innovative Skills**
- Visualize concepts and results
- Brainstorm and make use of group synergy
- Design materials, products, or services
- Express ideas through art form
- Use computer software for artistic creations
- Write poetry, fiction, plays

**Counseling, Serving, and Interpersonal Relations Skills**
- Counsel, advise, consult, guide others
- Demonstrate empathy, sensitivity, and patience
- Help people make their own decisions
- Help others improve health and welfare
- Listen empathically and with objectivity
- Create positive, hospitable environment
- Encourage, empower, advocate for people

**Research and Analytical Skills**
- Identify appropriate information sources
- Hypothesize and test for results
- Compile numerical and statistical data
- Classify and sort information into categories
- Write analysis of study and research
- Compare and evaluate information
- Formulate insightful and relevant questions
- Use technology for statistical analysis
- Keep accurate and complete records
Planning and Organizing Skills
- Identify and organize tasks or information
- Coordinate and organize people, activities, processes, systems, and programs
- Develop a plan and set objectives
- Set up and keep time schedules
- Anticipate problems and respond with solutions
- Plan and manage events

Leadership, Management, and Administrative Skills
- Envision the future and lead change
- Establish policy and/or procedures
- Set goals and determine courses of action
- Create innovative solutions to complex problems
- Develop and facilitate work teams
- Provide training for development of staff
- Demonstrate flexibility during crisis

Numerical Skills
- Solid ability with basic arithmetic
- Multiplying numbers in your head
- Figuring out percentages
- Recognizing patterns and relationships in numbers
- Gaining valuable information from graphs, tables and charts
- Quickly spotting numerical errors
- Making decisions based on numerical data
- Making rough calculations/estimates in your head
- Analyzing statistical data

Training and Teaching Skills
- Use a variety of media for presentations
- Develop educational curriculum and materials
- Create and administer evaluation plan
- Facilitate a group
- Explain difficult ideas, complex topics
- Assess learning styles and respond accordingly
- Consult and recommend solutions

Financial Skills
- Developing/staying within a budget
- Eye for a profit
- Recognizing money making opportunities
- Managing money/making money grow
- Setting financial priorities
- Developing cost cutting solutions
- Negotiating financial deals
- Understanding economic principles

Mechanical and Tool Skills
- Inventing
- Assembling/building/installing
- Precision work
- Operating hand/power tools
- Troubleshooting/diagnosing problems
- Drafting/mechanical drawing
- Understanding manuals/diagrams
- Understanding electricity

Problem-Solving Skills
- Anticipating/solving problems
- Bringing order in a chaotic situation
- Determining root causes
- Selecting most effective solution
- Improvising under stress
- Helping a group identify solutions
- Handling difficult people
- Staying calm in emergencies
Connect Your Skills, Interests, Values, and Personality Traits to Careers

Once you've identified what's meaningful to you, start to research and develop a list of jobs and careers that might be a fit with your strengths and preferences and learn as much as you can about them so you can begin to refine your options.

Lee Weinberg BUS 2000, Senior Vice President of Strategy and Business Planning at Madison Square Garden Entertainment shared this:

“Do your research on every target... look for a connection to your background, interests, experience, or expertise.”

In addition to working with counselors and taking assessments, generate and evaluate career options in the following ways:

- Use online resources including O*NET, the Occupational Outlook Handbook, LionSHARE, Vault/Wetfeet, as well as CCE’s industry resource web pages (all available through the CCE website).
- Attend CCE events like Professionals in Residence, Employer Presentations, and Site Visits.
- Participate in on- and off-campus events such as professional association networking opportunities and conferences.
- Join groups on LinkedIn (learn more on page 69) to follow/contribute to discussions in different fields and see where alumni have gone on to work.
- Speak with alumni, employers, and your own networking contacts in your fields of interest through informational interviewing (learn more on page 67).
- Follow organizations you’re interested in on Twitter, Facebook, or LinkedIn to learn about career opportunities.

While you are gathering information ask yourself whether you can see yourself working in this particular career area. Does it match with your interests as well as you had anticipated? Will it afford you the lifestyle you seek? Does it use your top skills and match your top values and personal strengths?

Aspects to consider and information to gather about career options include:

- Education and skill requirements—What level of education or specific skills does this industry typically require?
- Typical positions—Where does an entry-level or experienced employee fit within this industry? How do responsibilities at entry level differ from more senior positions?
- Day-to-day job operations—What does a typical day look like for an employee in this industry? How do the roles of the various members of an organization differ within the industry?
- Industry trends and developments—What is the future of this industry? Is it expanding? What are the trends?
- Personality traits/experiences valued by the field—Are there particular traits exhibited by people in this field that are necessary to be successful? Are there shared experiences that many of the people in this field have?
- Salary information—What type of salary can you anticipate, given your education and experience level? What is the salary range for the field as you progress?
- Hiring cycles and recruiting practices—When and how does the industry recruit? Does this industry come to campus to recruit? Industries have unique recruiting practices, and it is important to note these as you learn about them. Most industries routinely hire on an “as needed” basis and do not follow a specific hiring cycle.

Once you have narrowed down to a few areas of interest, try them out through extracurricular activities, volunteering, internships, and part-time jobs. The following sections will help you to find and prepare for these opportunities.
Start your career search early using CCE’s resources to prepare tailored resumes and cover letters, and to best reflect yourself in interviews and in your online presence. This will enable you to take full advantage of networking opportunities, career fairs, and job openings.

# Resume Overview

## What is a Resume?

A resume is a summary of your experience, education, and skills. Its main purpose is to convince a potential employer to interview you and consider you for a position. Resumes are used to screen applicants for interviews and determine which candidates have the background that most closely matches with the employer’s requirements. Your resume must be an honest reflection of your accomplishments and it is unethical to exaggerate, embellish, or mislead potential employers in your resume.

## How Do I Begin?

Before you start writing, you need to think about your experiences and accomplishments, both past and present. Consider work experience, internships, summer jobs, volunteer work, extracurricular activities, research work, course projects, and publications to identify what you have to offer employers. Assess what you have accomplished in each position and which skills you have developed. Tailor your resume by prioritizing this information so that it highlights the skills, accomplishments, and experiences most relevant to the industry and position. You may have more than one version of your resume if you are applying for different types of positions. Employers sometimes use electronic scanning systems to review resumes. To ensure that your resume is not eliminated by this software, avoid using graphics and use relevant terms for your industry and from the job description.

## What Should My Resume Look Like?

A one-page resume is preferable for most fields. Two-page resumes are typically appropriate only for those with extensive work experience.

**Format:** Design the resume so that it is clearly organized and easy to scan. Use bold, underlining, and italics to draw attention, but use them sparingly and consistently so that the resume doesn’t appear cluttered. You may vary the font size to provide further emphasis on your resume, but be sure to keep the font style consistent. Examples of different styles can be found on pages 24–31.

**Print or Electronic?:** In most cases, you’ll be submitting your resume electronically—either by email or through a web-based application form. Ensure that the resume you’ve composed looks the same once it reaches its destination. If you’re emailing your resume, send it as a .pdf document (unless another format is requested). If you’re uploading your resume to a database, double check its formatting before finalizing your application. Also, develop a plain text version of your resume for situations in which you are asked to cut and paste it directly into an online form or into the body of an email. This is particularly important if the application instructions state not to include resume attachments.

**Layout:** A resume can be structured in either of two general formats:

- **Chronological resumes** list experiences in reverse chronological order, from most recent going backward in time. This is the most common resume format and is appropriate for individuals whose education and experience match their career objectives.
- **Hybrid resumes** split the experience section into specific functional categories based on experience (see the Arts Administration sample on page 30 and the Career Changer sample on page 31).
What Should My Resume Include?

All resumes will include the following:

- **Contact Information:** This should include your name, street address, email address, and phone number. In this section, you can also include any relevant URLs (from LinkedIn, Twitter, etc.) or a link to your electronic portfolio.

- **Education:** Include school, location, degree, date of graduation or expected date of graduation, major, minor, and GPA (if over 3.0). If you are a first-year undergraduate or sophomore, you can list your high school, but it should be removed once you are a junior (unless it is a prestigious and well-known school in the area where you seek employment). Also include previous undergraduate institutions, community colleges, dual-degree programs, and study abroad.

- **Experience:** Include paid and unpaid work, internships, volunteer jobs, and military service relevant to the job to which you’re applying. List organizations, locations, dates, your title, and a brief description of your accomplishments. Start descriptions with action-oriented verbs that emphasize your skills, and use short, concrete, and results-oriented phrases to describe your work. Within this section all experiences should be listed in reverse chronological order, with the most recent positions listed first. However, you can divide your experience into multiple sections, such as Research Experience, Marketing Experience, Administrative Experience, Teaching Experience, or any other similar heading in order to place your most important position first.

- **Additional Skills:** Include computer skills, foreign languages, technical skills, lab skills, and research skills as appropriate.

- **Accuracy:** Make sure all information that you include in your resume is accurate. Your resume must be an honest reflection of your skills, experience, academic accomplishments, etc. Do not exaggerate or embellish this information in any way.

The following sections are optional:

- **Profile or Summary:** A profile summarizes a person’s qualifications that are relevant to the position. This written snapshot of your education, skills, and related experience is appropriate if you are making a transition into a different industry where skills are transferable, or if you have several years of experience and want to summarize your key qualifications at the top of the page.

- **Honors:** List honors or scholarships you have received (limit to a few of the most recent or prestigious). This can also be included in “Education,” rather than listed in a separate section.

- **Leadership:** Employers often look for evidence of leadership. List any involvement you have had that demonstrates leadership qualities. Examples of what you might include from your Columbia experience in a “Leadership” or “Activities” section include: involvement with Community Impact, member of Economics Society, and treasurer of Graduate Student Advisory Council (you can also fit these in the “Experience” category if you worked extensively with the organization and can describe your role in depth).

- **Relevant Coursework:** List three to six completed courses that are directly related to the job you are seeking. This is helpful for positions not directly related to your field of study or if you’ve taken non-major courses that are more relevant to the job. This is also important in science and technological fields to demonstrate one’s knowledge. This information can also be included in “Education.”

- **Activities:** Include clubs, athletics, and community organizations, and list any leadership positions held. If you have the space, you might describe your responsibilities using active verbs.

- **Interests:** Include this section if you have unique or impressive interests and be specific. Categories such as “reading” and “travel” are too general and common.

- **Volunteer Work:** Include volunteer opportunities and roles you have had in your community or for your favorite cause. Volunteer opportunities are a great way to share a distinctive skill set or interest.

- **Additional Sections:** When appropriate, include sections for Projects, Accreditations or Licensures, Professional Affiliations, and Publications.

- **Personal Website:** Include a link to your website if it is professional and includes pertinent information that an employer would find helpful in evaluating you as a candidate.
What Should My Resume Not Include?

- Personal information such as age, marital status, number of children, pictures (these may be required in some countries), or inappropriate email addresses.
- Objective statements, such as “Seeking a position in the finance industry.” Instead, use your cover letter to emphasize the position you are applying for and how your background relates. If you have extensive experience, you may want to include a summary or profile statement on your resume (see page 19 for more details).
- Repetition of words such as “responsibilities” and “duties included” before each description. Focus instead on the action-oriented verbs that better highlight your tasks and skills developed on the job (see the list of action verbs on pages 20 and 21).
- Use of the first person “I” or extensive narrative. Do not use full sentences; brief phrases starting with action verbs are preferable.
- List of references or “References Available Upon Request” (instead, prepare a separate document and bring this list of references with you to interviews).
- Typos or inconsistencies. Ensure that the resume has no spelling or grammatical errors and that all punctuation is consistent.
- Social Security number.

Resumes That Stand Out: Writing Statements With Impact

Because your resume is usually the first impression you make on prospective employers, you want it to stand out among the many other resumes received. Aim for a clean and easy-to-read format and a structure that highlights your relevant skills, education, and experience. Develop statements that demonstrate skills and qualities that relate to a particular job description. Be specific about what you did in that experience, providing contextual details that inform the reader about the purpose of your work, the scope of the project, and what you produced or accomplished. Quantify your work and achievements when possible. See the examples below and the activity on the next page to create impactful action and accomplishment statements that will help your resume stand out.

Example:

Below is an example of a generic resume description of a particular activity/job and how it can be broken down into more specific descriptions for the same experience.

A. Generic Description:

Public Health Society
Event Coordinator

- Responsible for organizing events and panels

In this example, it is not clear exactly what this candidate did to organize events and panels, what skills were used, and what kind of events and panels were organized. Therefore, the writer of this statement misses the chance to show the employer that he/she used many skills when carrying out this task.

B. Concrete Description:

Public Health Society
Event Coordinator

- Plan and coordinate panels on public health for audiences of 25-50 undergraduates on a bi-monthly basis
- Identify and contact health professionals in the community to participate in panels
- Create marketing materials and publicize events through social media
In this second example, the first bullet point clearly highlights organizational skills and lets the employer know the scope, target audience, and frequency of the events, which indicates the full extent of the candidate’s abilities and experience.

The second bullet point indicates research and interpersonal skills, which were used to secure panelists. It also demonstrates that the candidate has developed the ability to communicate with individuals who are professionals.

The third bullet point highlights a specific business skill and/or the ability to be strategic in marketing, as well as familiarity with using social media for marketing purposes.

C. Adding Accomplishments and Impact:

Section B above includes three strong action statements, each starting with an active verb that conveys transferable skills and provides specific details about the task. For example, with the bullet point “Create marketing materials and publicize events through social media,” the reader now understands that this individual possesses the ability to create materials and publicize events. Employers want to learn about the skills an individual has, but they also want to understand the impact he/she had on a project, organization, or company. They may wonder what resulted from creating these marketing materials and publicizing the events. Perhaps the materials and publicizing efforts were not successful and did not have any effect? Or did these actions result in reaching a record number of students?

Keeping this in mind, it is important to review each statement you have created for your resume and ask yourself if you can go one step further by adding an accomplishment or achievement. What was the impact? What happened as a result of that action? How did it benefit the organization? You may not be able to add a result to every bullet point on your resume, but you will want to look for opportunities to demonstrate achievements wherever possible.

The third bullet point on the previous page, “Create marketing materials and publicize events through social media,” can be transformed into an effective accomplishment statement by simply adding the result or impact:

• Create marketing materials and publicize events through social media, increasing attendance at several club programs by 75% (if you have an accurate figure)
• Create marketing materials and publicize events through social media, resulting in increased attendance at several club programs throughout the year (if you are unable to quantify)

Note that these statements are also the result of combining the Action and Result sections of the STAR method on the next page.

How to get help on your resume from CCE

We encourage you to use our services to make your resume stand out. Here are the steps you should take to receive assistance:

1. Attend a Power Half Hour on resume writing from 12:30–1p.m. during selected weekdays or view a Power Half Hour Webshop online at www.careereducation.columbia.edu/resources-multimedia.
2. Visit our office during Quick Question hours, daily from 1–4p.m. You can meet with a counselor for 10 minutes to have your resume reviewed.
3. If you need more guidance, schedule an appointment with a counselor by calling 212-854-5609.

Creating Strong Resume Statements

Activity: First, read through the job description of a position you are interested in and identify all the skills and qualities they seek (usually in the responsibilities and qualifications sections). Then use the STAR method to create impactful bullet points that incorporate the skills and qualities you identified in the first step for each experience on your resume. (Note that you can also use this method to prepare for an interview, as detailed on pages 51 and 52).
STAR stands for:

**Situation:** What was the situation, problem, or conflict you were facing?

**Task:** What task(s) did you identify in response to this situation?

**Action:** What action did you take? What did you do to solve this problem? (start with action verbs)

**Result:** What was the result or outcome of your action? How did it benefit the organization? Can this result be quantified?

Skills/qualities you want to demonstrate (from job description):

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

Situation:

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

Task:

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

Action:

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

Result:

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

FINAL RESUME STATEMENT:

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

Example:

**Skills/qualities you want to demonstrate:** Initiative, organization, analytical thinking skills, writing skills, interpersonal skills, problem solving skills

**Situation:** The trainees were learning too slowly and could not navigate the company’s data tracking system by the end of the two-week training period. Instead, they were not ready for another two weeks.

**Task:** Considered what could help trainees learn the system faster and in a shorter amount of time.

**Action:** Initiated, wrote, and edited the first training manual for the company’s data tracking system. Trainees worked through the manual during the two-week training period.

**Result:** At the end of the training period, trainees were ready to use the data tracking system two weeks earlier than expected; the training manual was adopted across company and is still in use.

**FINAL STATEMENT FOR RESUME:** Initiated, wrote, and edited the first training manual for company’s data tracking system; manual cut training period in half, was adopted across the company, and is still in use today. (Notice that the final statement is created by starting with the action section above and incorporating the results section when appropriate.)
Creating a Summary/Profile Statement

A career summary or profile may be helpful to include on your resume, particularly if you have an eclectic background, have several years of experience, or are in the process of changing careers (note that a summary is not necessary if you are a recent graduate with a background that directly matches your target industry). This brief statement at the top of your resume is essentially a summary or snapshot of your skills, professional experience, accomplishments, knowledge, and education that is relevant to a particular job. Including a summary gives you a chance to show employers exactly how your background fits with the position for which you are applying.

There are a few general guidelines to follow when creating a summary statement for your resume. First, a summary should be short, approximately two to five phrases, and can be written in paragraph or bulleted form. The title of your summary statement can be one of many headlines, including: Summary of Qualifications, Career Profile, Career Highlights, Professional Summary, or just Summary or Profile. Also see our online tipsheet on writing resumes for experienced candidates.

In general, the summary statement highlights:

• The professional role that you claim (not job title)
• The specific skills you possess related to that role
• Your experience, knowledge, and education (again, related to the role)

Activity:

To help determine which professional aspects to highlight in your summary, be sure to review the requirements listed for the positions in which you are interested, just as you would when writing a cover letter, crafting your resume, and preparing for a job interview. Then select the skills, experience, accomplishments, knowledge, and education that you would like to showcase in your statement and write them below. It may be helpful to review your STAR statements or other skills and strengths exercises that you have completed. Remember that it is best to keep your profile concise; thus you may need to prioritize the points that appear to be most important to each employer.

Skills/Experience/Accomplishments/Knowledge/Education to Include in Summary Statement:

1. ___________________________ 5. ___________________________
2. ___________________________ 6. ___________________________
3. ___________________________ 7. ___________________________
4. ___________________________ 8. ___________________________

Next, draft a few phrases that incorporate and summarize the items you listed above, perhaps starting with some of the following phrases:

• Experience in…  • Adept at…  • Demonstrated achievement in…
• Strengths include…  • Recognized for…  • Ability to…
• Proven track record for…  • Key skills include…

1. ___________________________
2. ___________________________
3. ___________________________
Now write a sentence describing your “professional role,” which will be the opening line in your profile. Some examples are:

- Successful communications professional with experience in…(substitute communications with your own field)
- Accomplished Marketing Executive…
- Experienced professional completing a Master of Arts degree in…

Professional Role: ____________________________________________________________

Finally, put all the sentences together and edit for a clean, concise, and compelling summary/profile statement. See Career Changer resume on page 31 for an additional example.

Examples:

Career Profile
Successful professional with corporate marketing and training experience seeking position in nonprofit organization leveraging fundraising and program development skills. Strengths include leadership, marketing, project management, and public speaking. Recognized for ability to develop strong relationships and plan strategically.

Profile
Highly skilled and results-oriented professional with solid academic preparation holding a Juris Doctor degree and extensive experience in intelligence operations and special operations seeks position in risk management. Proven ability to assess and manage complex obstacles; viewed as a strong troubleshooter. Successful in intense and demanding environments, providing decisive team leadership and structure with a track record of motivating and developing soldiers. Willing to relocate.

Summary
Publishing Executive with multi-faceted background encompassing international licensing and brand management. Developed specialties in celebrity rights and clearances, photo syndication, editorial planning, and design. Managed multiple projects simultaneously and efficiently by overseeing the daily operations of 17 magazine titles worldwide. Proven ability to develop strong relationships across cultures and to provide decisive team leadership in a fast-paced environment.

Action Verbs

Using varied, strong action verbs helps to grab the attention of the reader to make your resume stand out. You can use the examples below as starting points to command the attention of potential employers. For the full list, please visit our website.

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<tr>
<th>Leadership</th>
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Presenting Columbia-Specific Undergraduate Activities and Academic Experience

*DO NOT COPY THESE EXAMPLES—USE THEM AS A GUIDE IN CRAFTING YOUR OWN DESCRIPTION HIGHLIGHTING YOUR UNIQUE ACCOMPLISHMENTS.*

**Combined Plan Programs**
There are many combined plan programs—or educational affiliations—between the undergraduate schools at Columbia and other colleges and universities. When representing these programs on your resume, we provide the following format as an example.

**EDUCATION**

*Columbia University*, The Fu Foundation School of Engineering and Applied Science, New York, NY  
**Dual Bachelor of Science and Bachelor of Arts Degree Program**  
*Bachelor of Science, Mechanical Engineering*, Expected May 2014, GPA: 3.4  
**Fairfield University**, Fairfield, CT  
*Bachelor of Arts, Mathematics*, May 2012, GPA: 3.6

**Academic Projects**
You might have completed a paper or presentation for a course that relates directly to the internship or job for which you are applying. Your resume gives you a chance to highlight that project, which will show a prospective employer demonstrated interest in a particular topic area and transferable skills like researching, writing, and presenting. When representing these programs on your resume, we provide the following format as an example.

**PROJECT EXPERIENCE**

*The Psychology of Aging, Columbia University*  
*Spring 2013*  
- Conducted research in psychology databases on recently published studies measuring wellness in aging populations  
- Wrote 35-page paper identifying patterns in research findings  
- Presented research to class of 40 students, faculty, and a teaching assistant using PowerPoint
Athletic Involvement
Any student involved in Columbia’s athletics programs knows the level of time and dedication required to participate and also balance academics and other on- and off-campus involvement. You want to make sure that employers can see that through the description on your resume, so don’t underplay your involvement, as it demonstrates teamwork and communication skills as well as commitment to a goal. When representing these programs on your resume, we provide the following format as an example.

LEADERSHIP AND ACTIVITIES
Columbia University, NCAA Division I Varsity Football Team
Defensive Back, Linebacker 2010–Present
• Dedicate 40 hours per week to practice, conditioning, competition, and team meetings
• Earned Scholar-Baller recognition in 2011 and 2012 for earning a grade-point average of over 3.2
• Volunteer at community organizations including local schools, homeless shelters, and sports camps

Columbia University Student-Athlete Advisory Committee
Representative 2011–2012
• Selected from 100+ players by football coaches to represent team on committee of all varsity sports
• Planned community service and outreach events including a program that brought 50 local high school students to Columbia’s campus to participate in a leadership seminar
• Created improved academic environment for student-athletes by working with academic deans and professors

Leaders for Life, Department of Intercollegiate Athletics and Physical Education
Member 2010–2011
• Selected to a competitive program that provides leadership training for one first-year or second-year student-athlete competing in each intercollegiate sport
• Participated in intensive day-long workshops on team work and situational analysis

Residential Advisor Experience
Residential Advisors build a variety of skills sought in work settings including team work, verbal communication, decision making and problem solving, processing information, and planning/organizing/prioritizing work. Demonstrate what you brought to your work as an RA. When representing these programs on your resume, we provide the following format as an example.

LEADERSHIP AND ACTIVITIES
Department of Residential Programs, Columbia University, New York, NY August 2012–Present
Residential Advisor
• Serve as advisor, mentor, mediator, and supervisor to 36 students on a residential community floor
• Create and implement educational and social programs to build community, including the first program on preventing cyber-bullying, which was attended by 70 students across all academic years
• Collaborate with staff of eight to foster a strong living and learning community
• Enforce university policies to ensure a safe living environment
• Confront and resolve issues around roommate conflicts, diversity, alcohol and drug use, and academic performance
• Received awards including RA of the Year 2012–2013 and Kings Crown for contribution to the student body
Working With Employment Gaps

Many people have periods of time during their careers when they are not working due to a variety of reasons, including losing a job, completing a degree, taking care of children or elderly parents, tending to health issues, or simply taking a break. Unfortunately, employers can interpret employment gaps on a resume as a cause for concern, unless the candidate strategically addresses them on the job application. Here are a few ways to positively manage gaps on your application materials:

1. Drop the months from your employment dates on your resume and just use years:
   Example: 2010–2012 instead of May 2010 to February 2012

2. Consider a summary statement (see pages 19 and 20) on your resume to help the employer focus on your skills instead of time away from the workplace

3. Group your work experience on your resume into categories, such as “Marketing Experience” and “Training Experience,” which will help downplay gaps (see resume sample page 31, Amy M. Robins)

4. Include any other professional-related experience you may have gained during your time out of the workforce, such as volunteer work, projects (even if independent projects), professional development courses, certifications, or involvement in professional associations

5. Address your time out of the workforce in your cover letter by stating something like the following:

   …Following this work experience, I devoted myself to volunteer work outside of the legal profession. These volunteer experiences have given me an opportunity to take on a high level of responsibility in leadership positions, helping me to hone critical skills, including management, leadership, and teamwork. This work has been rewarding, but I am excited and ready to move my focus back to my professional career in the private sector.

(Note that you can state something similar during a job interview—see page 56 for addressing employment gaps in interviews.)
Sample Resumes
What NOT to Do on a Resume

Nikhil Shah.
Room 1000, International House, 500 Riverside Drive, New York, NY 10027, USA
Tel: 1-646-222-2222 Email: hotstuff@hotmail.com

EDUCATION

Columbia University, Graduate School of Arts and Sciences, New York, NY
MA in Statistics (I expect to graduate in May of 2014)
Course Works: Mathematics of Finance, Stochastic Process, Time Series Analysis,
Management of Extreme Financial Events, Game Theory

University College London, University of London, United Kingdom
BS in Economics, June 2013
1st Class Honors Obtained
The Chinese University of Hong Kong, Hong Kong
Economics Summer Program, July - August 2009

Professional Experience

Intern, Credit Derivative Operations Support
• Liaised with colleagues in other departments
• Responsible for prioritizing client requirements
• Responsible for preparing trade confirmation for various types of Credit Derivatives
• Responsible for obtaining structured product training

ABN AMRO ASSET MANAGEMENT (ASIA) LTD, HONG KONG, SUMMER 2011
Intern, Financial Controlling Support
• Prepared balance sheets and P&L reporting; enhanced the efficiency of the division
• Prepared presentation materials for senior management
• Assisted team on various projects

ABN AMRO ASSET MANAGEMENT (ASIA) LTD, HK, JUNE – AUG 2010
Summer Intern, Product Development and Operations Support
• Collaborate with Product Development, Operations and IT teams to update
  database system
• Implement database system for Product development and Operations departments

Logistics Information Network Enterprise Limited, HK, May – Aug 2009
(Logistics member of the Hutchison Port Holdings Group)
Intern, Accounting & Finance, Logistic Management Support
• Provided consistent support for daily logistics process
• Worked proactively to follow up on issues for the departments; contributed to the productivity
  of the team

Skills
Fluent in English, Cantonese and written Mandarin
Proficient in MS Office (Word, Excel, Outlook, Access, Power Point), Stata, Visual Basic

Activities
Volunteer: Cultural Hour Event (two hundred member audience at International House), New York, 2013;
Trainee, New Jersey Marathon for April 2010

***References: Available when requested
Corrected

For online resume resources, please visit careereducation.columbia.edu/resources/basics.

NIKHIL SHAH
Room 1000, International House, 500 Riverside Drive, New York, NY 10027
646-222-2222 • ns000@columbia.edu

EDUCATION
Columbia University, Graduate School of Arts and Sciences, New York, NY
MA in Statistics, Expected May 2014

University College London, University of London, London, United Kingdom
BS in Economics, June 2013
Honors: President’s Scholarship, First Class Honors Obtained

The Chinese University of Hong Kong, Hong Kong, China
Economics Summer Program, Summer 2009

PROFESSIONAL EXPERIENCE
Morgan Stanley, UK Ltd., London, United Kingdom, Summer 2012
Intern, Credit Derivative Operations Support
• Collaborated with colleagues in other departments, including Sales Desk, Client Service Team, Trade Assistant, and Legal department to solve trade discrepancies
• Prioritized client requirements and assigned workload in order to meet urgent deadlines, greatly minimizing business risks
• Prepared trade confirmations for Credit Derivatives for hedge funds and investment banks
• Obtained structured product training to gain exposure to various types of structured credit derivatives

ABN AMRO Asset Management (Asia) Ltd., Hong Kong, China, Summers 2010 and 2011
Intern, Financial Controlling Support (Summer 2011)
• Prepared balance sheets and P&L reporting; enhanced efficiency of division
• Created presentation materials for senior management
• Assisted team on various projects, such as the development of Asia Pacific help desk to resolve queries on financial controlling issues

Intern, Product Development and Operations Support (Summer 2010)
• Collaborated with Product Development, Operations, and IT teams to update database system
• Implemented database system for Product Development and Operations departments to effectively facilitate the day-to-day work flow

Logistics Information Network Enterprise Limited, Hong Kong, China, Summer 2009
Intern, Accounting & Finance, Logistic Management Support
• Provided consistent support for daily logistics process
• Contributed to productivity of team by working proactively and following up on issues for departments

ADDITIONAL SKILLS
Languages: Fluent in written and spoken Cantonese and Mandarin
Computer: Proficient in MS Office (Word, Excel, Outlook, Access, PowerPoint), Stata, Visual Basic, SPSS

ACTIVITIES
Volunteer, Cultural Hour Event (200 member audience at International House), New York, 2013
Volunteer, Revlon “Walk for the Cure,” 2012
Member, International Student Organisation, AIESEC, London, 2010
Alex Smith
00 Lerner Hall, New York, NY 10027 • 212-000-0000 • as@columbia.edu

EDUCATION:
Columbia University, Columbia College, New York, NY
Bachelor of Arts in English, expected May 2014, GPA: 3.7/4.0
Dean’s List (Fall 2010–Present), Joseph and Ann Perlman Prize (2011)

RELEVANT EXPERIENCE:
Intern
  • Fact-checked and proofread manuscripts for entertainment books list
  • Collaborated directly with editors and authors on various projects, including book launches
    and publicity events
  • Attended editorial meetings and internship program development training sessions
  • Maintained manuscript database and filing system using Microsoft Access

Columbia Spectator, New York, NY September 2011–May 2012
News Editor and Food Critic
  • Edited copy prior to publication and assisted with layout and production for a college newspaper with
    a circulation of 5,000
  • Gathered daily news events within the university community by interviewing students, faculty, and
    administrators
  • Researched current social and political issues through contact with local community organizations
  • Analyzed food, decor, and service of local restaurants; wrote critiques for arts magazine

ADDITIONAL EXPERIENCE:
Office Assistant
  • Updated career-related resources on social justice careers
  • Contributed to the dissemination of information to students by maintaining current mailing lists and updating
    email addresses by using Excel

ACTIVITIES:
Community Impact, New York, NY January 2011–Present
Tutor
  • Teach English-writing skills to five junior high school students on a one-on-one basis in
    an after-school program
  • Design worksheets and assignments to improve grammar and expository writing

Columbia University Tae Kwon Do Club, New York, NY September 2011–May 2013
Treasurer and Member
  • Managed annual budget of $1,500 and collected annual membership dues
  • Supervised several fundraising efforts including the Spring 2010 silent auction benefit; raised over $1,000
    for club activities

LANGUAGE SKILLS:
French (intermediate); Spanish (basic)

COMPUTER SKILLS:
Proficient in MS Word, Excel, Access; Lexis-Nexis
EDUCATION:
Columbia University, Columbia College, New York, NY Bachelor of Arts

First-Year Student

MICHAEL MASON
000 Lerner Hall • New York, NY 10027
mm000@columbia.edu • 212-555-555

EDUCATION:
New York, NY – May 2014
Bachelor of Science - Civil Engineering (Concentrations: Structural Engineering, Construction Management), Architecture Minor
GPA: 3.3
Relevant Coursework:

HONORS:
Columbia University Kluge Scholar (Four Year Scholarship)
Harvard Book Award (2012)

EXPERIENCE:
Boston University Medical Center, Boston, MA January 2011–February 2013
Medical Volunteer, Neural Connections
• Interacted with patients of all ages afflicted with various neurological conditions
• Provided emotional support to patients through regular one-on-one visits
• Organized patient recreational activities including memory and card games as well as hand-eye coordination exercises.
• Acted as patient liaison, aiding with mobilization and mealtime assistance for an average of 10 patients per shift.

Boston High School Student Council, Boston, MA October 2011–May 2013
Senior Class President (2012–2013) / Class Representative (2011–2012)
• Managed five sub-committees and ran weekly meetings for 100 students.
• Organized class events including dances, fundraisers, and trips.
• Generated over $1,500 for the senior prom through various fundraising efforts.

Boston High School Student Paper, Boston, MA December 2011–March 2013
Editor-in-Chief, Feature Writer
• Trained 20 new staff members and organized weekly staff meetings.
• Assigned writers and edited final drafts of stories.
• Restructured the existing system of submission, revision, and publication in order to provide valuable feedback and ensure a quality final publication.
• Identified potential news-related to student issues and administration.

ACTIVITIES:
Columbia University Ballroom Dance Team, Member September 2013–Present
Columbia University College Democrats, Member September 2013–Present

SKILLS:
Computer: Microsoft (Word, Excel, PowerPoint), Adobe (Photoshop, InDesign)
Language: Intermediate Spanish

LEADERSHIP EXPERIENCE
Kappa Alpha Theta, Epsilon Upsilon Chapter, Charlottesville, VA January 2006 – March 2010
• Created and led a 15-minute team briefing on April 2010 to prepare 40 people for a competition in April 2010
• Fabricated bridge members in Columbia’s Cadence Laboratory and aid in the construction of the bridge

Architectural construction, in which to design a hypothetical, multi-purpose, 10-story building in downtown Charlottesville

OTHER WORK EXPERIENCE
Farmington Country Club, Summer Camp Counselor, charcoalville, VA June 2011 – August 2011
Soccer Organization of Charlottesville and Albemarle, Coach, Youth, Charlottesville, VA July 2008 – August 2010

EDUCATION:
Columbia University, The Fu Foundation School of Engineering and Applied Science New York, NY – May 2014
Bachelor of Science - Civil Engineering (Concentrations: Structural Engineering, Construction Management), Architecture Minor
GPA: 3.3

SKILLS
Design: AutoCAD, Architectural Desktop 2010, Maya 3D Animation, SAP2000
Computer: Microsoft Office: Word, Excel, Publisher, Powerpoint, MATLAB, ArcGIS Mapping, Adobe Photoshop
Language: Conversational Japanese

ENGINEERING EXPERIENCE
With Disney / ABC Television Group
• Ensure facilities are designed and coordinated through design, and preventative maintenance, contract and vendor management, life cycle management of assets, and project and financial management of capital projects
• Aid in the management of the design and construction phases of touch installation and sidewalk replacement projects

Martin Horn Inc., General Contractors
Construction Management Intern
Charlottesville, VA May 2012 – July 2012
• Aided in the management and coordination of construction phases of chiller installation and sidewalk replacement projects
• Supported the Construction Superintendent in interpreting and explaining plans, contracts, and technical information to workers
• Trained, supervised, and coordinated on-site construction operations of subcontractors and laborers

ENGINEERING ACTIVITIES
Engine Without Borders – Morocco, Columbia University Chapter
Charlottesville, VA January 2013 – Present
• Oversew engineering aspects of implementing a 225 ft suspended bridge including: research, design, construction, logistics, and construction as well as compiling the technical portion of 70-page report on implementing bridge in Morocco
• Traveled to Morocco to inspect existing bridge conditions, survey for a new bridge site, and personally came up with a design implementation system of bridge using creative problem solving skills to overcome third-world feasibility problems
• Led a team of students to brainstorm, research, and design an innovative pedestrian-bridge, synthetic cable footbridge in rural Morocco

AISC-ASCE Steel Bridge Competition, Columbia University Chapter
Charlottesville, VA September 2012 – Present
• Designed a 15-foot steel bridge using SAP2000 to construct in the spring for the annual competition in April 2013
• Fabricated bridge members in Columbia’s Cadence Laboratory and aid in the construction and improvement of the bridge

Architecture Construction, in which to design a hypothetical, multi-purpose, 10-story building in downtown Charlottesville

Sample Projects
Columbia University Chapter New York, NY – September 2012 – Present
• Designed a 17-foot steel bridge using SAP2000 to construct in the spring for the annual competition in April 2013
• Used AutoCAD among team members to design a hypothetical, multi-purpose, 10-story building in downtown Charlottesville

Sample Projects
Boston High School Student Paper, Boston, MA – December 2011 – March 2013
• Designed a 17-foot steel bridge using SAP2000 to construct in the spring for the annual competition in April 2013
• Used AutoCAD among team members to design a hypothetical, multi-purpose, 10-story building in downtown Charlottesville

Sample Projects
Given the page number and the content, it seems to be part of a career planning guide. The content is a mix of personal information, educational background, skills, experiences, and other relevant details that might be useful for a career planning context.
Engineering (Masters)

CHRISTOPHER R. WALLACE
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crw85@columbia.edu • http://www.columbia.edu/~crw85

EDUCATION
Columbia University, The Fu Foundation School of Engineering and Applied Science
MS in Mechanical Engineering, GPA 3.24/4.0
BS in Biomedical Engineering, GPA 3.34/4.0
New York, NY
Expected May 2014
May 2012

Relevant Coursework:
Biomedical Engineering Laboratory Structure, Mechanics, and Adaptation of Bone
Solid Biomechanics Advanced Musculoskeletal Biomechanics
Ethics of Biomedical Engineers Advanced Continuum Biomechanics

PROJECT EXPERIENCE
Columbia University
“Advanced Musculoskeletal Biomechanics” Spring 2013

• Conducted ligament testing and joints articulation by implementing testing on fluid muscles between joints
• Collaborated with team members under the supervision of faculty and laboratory
• Prepared research paper describing results and presented findings to class

EXPERIENCE
Epithelial Research Group
Research Assistant, Advanced Tissue Sciences Summer 2012
La Jolla, CA

• Developed novel three-dimensional culture systems for effective tissue engineering with team assistant
• Designed original devices to test mechanical and phenotypic properties of fibroblast cells
• Created and developed novel in-vivo skin models to stimulate normal and damaged conditions

Micro-mechanical Analysis & Design Lab, UC Berkeley
Research Assistant Berkeley, CA Summer 2011

• Assisted with the development and design of fluidic interconnects for fluidic MEMS devices in order to develop portable recombinant drug delivery systems
• Provided assistance with clean room fabrication and testing of structures. Conducted various administrative tasks

TECHNICAL SKILLS
Applications:
ISSE image processing, Lab View, AutoCAD R14, Pro-Engineering, MATLAB 7.0, Simulink, Excel, MS Word, PowerPoint, Adobe Photoshop CS5, and Sigma Plot

Research & Development:
Analog Circuit Design, Serial and Parallel Port Interfacing (focus on data acquisition), and Computer Software Design (including DOS comol programs, windows based, and MFC programming)

Programming Languages:
Fortran, C, C++, and HTML

Operating Systems:
UNIX, Linux, Windows XP, Windows 7, and Mac

Lab Equipment:
Oscilloscope, Function Generator, Digital Multimeter, Spectrometer, Fluorescent Microscope with CCD technology, and Scanning Electron Microscope

Lab Techniques:
Three-dimensional Cell Culture and Cell Line maintenance, Gel Electrophoresis (Zymography), Western Blot, Elisas, Flow Cytometry, Immunofluorescence Staining, and RNA extraction

PUBLICATION

LEADERSHIP ACTIVITIES
Vice President, Biomedical Engineering Society, Columbia University September 2012–Present
Member, National Society of Black Engineers (NSBE) September 2010–Present
Emergency Room Volunteer, Columbia Presbyterian Hospital April 2010–May 2012

Finance

LOUIS CABRERA
1111 Lerner Hall, 2920 Broadway New York, NY 10027
212-456-7890 • lc1234@columbia.edu

EDUCATION
Columbia University, Columbia College Bachelor of Arts in Mathematics, Dean’s List, GPA 3.3 May 2014

Relevant Coursework:
Mathematics of Finance, Financial Accounting, Macroeconomics, Microeconomics, Statistics

PROFESSIONAL EXPERIENCE
Credit Suisse Investment Banking Division Case Competition New York, NY
2nd Place Prize Winner September – December 2012

• Analyzed impact of three potential acquisitions for retailer Ralph Lauren under debt/equity financing scenarios
• Performed pro forma valuation of Ralph Lauren using discounted cash flow (DCF), comparable public company and precedent transaction methodologies
• Presented conclusion of analyses and final recommendation to senior Credit Suisse investment bankers

East End Advisors New York, NY
Research Assistant June – August 2012

• Created quarterly performance reports for hedge fund’s high-net-worth clients
• Prepared monthly balance sheets of hedge funds for investment analysis
• Proposed and implemented new database system of investment reports to improve workflow efficiency

Sween Cabrera, CPA, P.C. White Plains, NY
Administrative Assistant May – August 2011

• Developed and maintained database of client contact and payment information using Microsoft Access
• Scheduled appointments, answered phones, and performed general administrative duties to assist staff with operations of the office

LEADERSHIP
Columbia University: Office of Residential Programs New York, NY
Community Adviser August 2011 – Present

• Lead a staff of 12 resident advisors to promote community development for 415 students in undergraduate residence halls
• Promote intellectual, emotional, and interpersonal growth for undergraduate residents via community development, peer mentorship, and event organization including educational and community outreach programs

Sabor Latin Dance Troupe, Columbia University New York, NY
Vice President and Dance Performer September 2011 – Present

• Advise president on performance proposals, community initiatives, and future direction for team of 15
• Ensure proper budget spending with the help of the treasurer and partake in financial decisions
• Negotiate with university administration on space and logistics for performance events and rehearsals
• Organize and perform in annual university-wide fall performance; raised $2,333 in revenue for yearly city-wide community service project

Columbia Financial Investment Group (CFIG) New York, NY
Operating Systems Coordinator January 2011 – Present

• Collaborate with a team of 10 to trade a virtual portfolio of stocks and options, forecast market moves, and evaluate potential trades
• Maintain and initiate relations across the financial services industry for programming and recruitment purposes
• Compile and present news reports on emerging markets and propose relevant trades at weekly membership meetings

SKILLS AND INTERESTS
• Computer: Microsoft Office Suite, STATA
• Languages: Fluent in Spanish
• Interests: Latin American Literature, Partner Dancing, Soccer

2013–2014

Center for Career Education
Career Planning Guide
EMILY WARREN  
355 West 86th Street, Apt 6A, New York, NY 11100  •  (646) 888-5500  
eiw1@columbia.edu  •  http://www.linkedin.com/in/emilywarren

EDUCATION:  
Columbia University, School of General Studies  
Bachelor of Arts in Anthropology  
GPA: 3.67 / 4.0  
New York, New York  
Expected May 2015

City College of San Francisco  
Associate Degree in Liberal Studies  
GPA: 3.85 / 4.0  
San Francisco, California  
May 2011

HONORS:  
• Columbia University Dean’s List, Fall 2011, Spring 2012, Spring 2013  
• Featured in The New York Times for leadership role with The Columbia Ballet Collaborative, 2012  
• ARTS Award, National Foundation for Advancement in the Arts, 2007

PROFESSIONAL EXPERIENCE:  
The Columbia Ballet Collaborative (CBC)  
Co-Founder and Executive Director  
New York, New York  
May 2012 – Present

• Lead weekly meetings with Artistic Director of CBC in order to combine both artistic and financial goals  
• Strategize CBC’s marketing campaign for the Fall 2013 performances at Miller Theater  
• Tripled audience size from 300 to 900 members through marketing initiatives including social media, creation of website and news stories  
• Created and implemented the “Veteran Career Initiative” at Columbia which included three  
Vice President  
• Created and implemented the “Veteran Career Initiative” at Columbia which included three  
   skill-building workshops, ten employer presentations with a networking component, and fifteen  
   recruiting events

LEADERSHIP ACTIVITIES:  
Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad Ad 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EDUCATION
Columbia University, School of the Arts
New York, NY
M.F.A., Theater Directing, Expected 2014

Boston University
Boston, MA
B.A., English Literature, cum laude, 2001

BUSINESS EXPERIENCE
Bessemer Trust
New York, NY
Marketing Manager, 2009–Present
• Maintain and distribute company marketing materials.
• Create new materials with design team.
• Manage three marketing interns.

Oak Hill Capital Management
New York, NY
Executive Assistant to COO and Managing Director, 2007–2009
• Performed basic administrative duties for high-level executives.
• Arranged and managed client meetings, arranged travel itineraries, and managed confidential materials.

Boston Directors’ Lab
Boston, MA
Founder and Managing Artistic Director, 2002–2007
• Founded and managed day-to-day business of publicly funded, non-profit theatre company, producing six shows per year.
• Wrote grant applications, created and executed business plan, hired all guest artists, technical staff and teachers.
• Oversaw all aspects of production process for each show in the season. Created company mission statement, planned theatrical seasons, coordinated productions.

American Repertory Theatre
Cambridge, MA
Dramaturgy/Assistant Literary Manager/Assistant Artistic Administrator, 2001–2002
• Performed extensive literary research for all aspects of several main stage productions.
• Worked with directors and actors in rehearsal.
• Wrote/actor contracts, organized casting calls and communicated with agents and unions.

TEACHING EXPERIENCE
Marymount Manhattan College
New York, NY
Adjunct Faculty, 2013–Present
• Teach Elements of Directing course to theater majors.
• Teach the history of directing, and guide students through practical directing exercises and assignments.
• Grade and evaluate students based on work and participation.

Columbia University High School Summer Theater Program
New York, NY
Teacher and Program Director, 2012–2013
• Created and taught intensive curriculum of playwriting, directing, and acting for high school students, culminating in public performance.
• Mentored small groups of students and individuals and offered critical feedback of their work.

SKILLS
Computer: Microsoft Word, Excel, PowerPoint, Outlook, Sound Forge, Acid, Lotus Notes, QuickBooks, Final Draft, Corel Suite, Taleo; working knowledge of Dreamweaver, Quark, Bullet Proof, Adobe Photoshop and Premiere. Comfortable working on PCs or Macs.

Languages: Basic speaking and reading knowledge of French and Swahili.

EDUCATION
Columbia University, Graduate School of the Arts and Sciences, New York, NY
Degree Expected May 2014

MA Mathematics of Finance
Relevant coursework: Corporate Finance, Capital Markets, Research Methods GPA 3.95/4.0

Double degree programme:
Universität Hamburg, Hamburg, Germany
June 2010

MSc Program in Economics and Statistics – Fakultät Wirtschafts- und Sozialwissenschaften
Relevant coursework: Probability, PDEs, Macroeconomics

London School of Economics, London, England
June 2010

MSc in Econometrics and International Relations
Relevant coursework: Long Wave Theory, Statistics, Operations Research

WORK EXPERIENCE
European Bank for Reconstruction and Development (EBRD)
Statistical Analyst
EBRD Representative Office, Moscow, Russia
June 2010/Dec 2011
• Contributed statistical assistance to policy notes and working papers.
• Provided research assistance to the EBRD Eastern European Research Programme.

Deutsche Bank AG (DB)
DB Economic and Financial Research
• Contributed statistical assistance to policy notes and seminars.

Marymount Manhattan College
Adjunct Faculty, 2013–Present
• Teach Elements of Directing course to theater majors.
• Teach the history of directing, and guide students through practical directing exercises and assignments.
• Grade and evaluate students based on work and participation.

Columbia University High School Summer Theater Program
Teacher and Program Director, 2012–2013
• Created and taught intensive curriculum of playwriting, directing, and acting for high school students, culminating in public performance.
• Mentored small groups of students and individuals and offered critical feedback of their work.

SKILLS
Computer: Microsoft Word, Excel, PowerPoint, Outlook, Sound Forge, Acid, Lotus Notes, QuickBooks, Final Draft, Corel Suite, Taleo; working knowledge of Dreamweaver, Quark, Bullet Proof, Adobe Photoshop and Premiere. Comfortable working on PCs or Macs.

Languages: Basic speaking and reading knowledge of French and Swahili.

RICHARD LANG
500 Riverside Drive, New York, NY 10027 • rl26@columbia.com • (212) 555-1234

EDUCATION
Columbia University, Graduate School of Arts and Sciences, New York, NY
Degree Expected May 2014

MA Mathematics of Finance
Relevant coursework: Corporate Finance, Capital Markets, Research Methods GPA 3.95/4.0

Double degree programme:
Universität Hamburg, Hamburg, Germany
June 2010

MSc Program in Economics and Statistics – Fakultät Wirtschafts- und Sozialwissenschaften
Relevant coursework: Probability, PDEs, Macroeconomics

London School of Economics, London, England
June 2010

MSc in Econometrics and International Relations
Relevant coursework: Long Wave Theory, Statistics, Operations Research

WORK EXPERIENCE
European Bank for Reconstruction and Development (EBRD)
Statistical Analyst
EBRD Representative Office, Moscow, Russia
June 2010/Dec 2011
• Contributed statistical assistance to policy notes and working papers.
• Provided research assistance to the EBRD Eastern European Research Programme.

Deutsche Bank AG (DB)
DB Economic and Financial Research
• Contributed statistical assistance to policy notes and seminars.

Marymount Manhattan College
Adjunct Faculty, 2013–Present
• Teach Elements of Directing course to theater majors.
• Teach the history of directing, and guide students through practical directing exercises and assignments.
• Grade and evaluate students based on work and participation.

Columbia University High School Summer Theater Program
Teacher and Program Director, 2012–2013
• Created and taught intensive curriculum of playwriting, directing, and acting for high school students, culminating in public performance.
• Mentored small groups of students and individuals and offered critical feedback of their work.

SKILLS
Computer: Microsoft Word, Excel, PowerPoint, Outlook, Sound Forge, Acid, Lotus Notes, QuickBooks, Final Draft, Corel Suite, Taleo; working knowledge of Dreamweaver, Quark, Bullet Proof, Adobe Photoshop and Premiere. Comfortable working on PCs or Macs.

Languages: Basic speaking and reading knowledge of French and Swahili.
Business (experienced/alumni)

GREGORY M. SMITH
400 W. 90th STREET, APT 10D • NEW YORK, NY 10027 • GS22@COLUMBIA.EDU • 646-222-3333

EXPERIENCE
Huron Consulting, New York, NY October 2004–Present
• Advised over fifty private equity and Fortune 1000 clients on the financial and strategic attractiveness of acquisition targets.
  • Led teams through entire project cycle, including project sales, project planning, interviewing of senior management at target companies, research, financial/strategic operational analysis, financial modeling, development of strategic insights, report writing, and the delivery of findings to clients.
  • Constructed projected income statements for divestitures; evaluated impact of pricing strategies on profitability using normative distribution curves; developed and quantified marketing plans.
  • Led teams through entire project cycle, including project sales, project planning, interviewing of senior management at target companies, research, financial/strategic operational analysis, financial modeling, development of strategic insights, report writing, and the delivery of findings to clients.
  • Advised client on the S.1 billion acquisition of Ascential Software.
  • Advised client on the S.1 billion acquisition of Ascential Software.

Associate Consultant
Advised Fortune 1000 companies on strategic and operational planning.
• Identified best demonstrated practices through market research, developed client presentations, and designed, implemented, and monitored pilot and full-scale initiatives.
• Developed and implemented sales force and customer retention strategies with and for global air courier.
• Collaborated with team of five to advise growing coffee company on strategic branding initiatives.

COMMUNITY INVOLVEMENT
Millennium Initiative, New York, NY 2009–Present
Executive Committee Member—Campaigned to end global poverty.

Junior Advisory Board Member—Promoted volunteerism amongst professionals in the financial sector.

Volunteer—Organized and managed annual 100-person picnic and child mentor program; obtained sponsorship from KPMG LLP and Gap, Inc., and recruited volunteers.

EDUCATION
Columbia University, New York, NY 2010
Master of Arts in Statistics
Activities: Member, Statistics Society (2009–2010)

University of Pennsylvania, Philadelphia, PA 2003
Bachelor of Arts in Economics Minor in History; GPA: 3.7/4.0
Honors: Cum Laude; Phi Eta Sigma; Golden Key Honor Society; National Society of Collegiate Scholars

Career Changer (experienced/alumni)

AMY M. ROBINS
123 Broadway, Apt. 4 • New York, NY 212-555-1212 • amrobins@gmail.com

CAREER PROFILE
Communications professional with non-profit, international, and editorial experience seeking to contribute skills in a grant writing position with an organization focusing on the environment. Strengths include writing, editing and researching for a variety of purposes, including all phases of the grant application process. Recognized for organization, collaboration, and ability to work under pressure in a fast-paced environment.

NON-PROFIT AND GRANT WRITING EXPERIENCE
Refugee & Immigrant Fund, Queens, NY August 2009–Present
Volunteer
• Collaborated with the founder on two grant applications to highlight the non-profit’s mission, goals, and funding requirements, resulting in awards of $25,000 used to fund two new programs.
• Adapt proposal templates to send to specific foundations and edit letters of interest, as needed.
• Adapt proposal templates to send to specific foundations and edit letters of interest, as needed.
• Collaborated with the founder on two grant applications to highlight the non-profit’s mission, goals, and funding requirements, resulting in awards of $25,000 used to fund two new programs.
• Awards: Received Chairman’s Volunteer Award (2007); National Tessie Award for Volunteerism (2008).

JPMorgan, New York, NY Summer 2002
Intern
Gained exposure to global bond market.
• Developed Excel tools to facilitate research by management on technology firms.
• Wrote selected portions of weekly research report covering sectors of bond market for upper management and clients.
• Received offer for full-time position in equity research covering Internet companies.

COMMUNITY INVOLVEMENT
Millennium Initiative, New York, NY 2009–Present
Executive Committee Member—Campaigned to end global poverty.

Junior Advisory Board Member—Promoted volunteerism amongst professionals in the financial sector.

Editorial Assistant, ForbesLife Executive Woman (now ForbesWoman)
• Researched, pitched, and wrote articles ranging from 500 to 1,000 words.
• Fact-checked half of the magazine, meeting tight deadlines with 100% accuracy.
• Managed writer contracts, acting as the liaison between writers and the legal and accounting departments.

Freelance Writer
• Pitched and wrote articles about New York City events and trends on weekly deadlines.
• Researched local arts, new destinations, and events for upcoming articles and web features.

EDUCATION
COLUMBIA UNIVERSITY, New York, NY 2010
BA in English and Comparative Literature, May 2008
• Magna Cum Laude; GPA: 3.96, Dean’s List (2004–2008), Golden Key Honor Society (top 15% of class).
• Fall semester abroad studying theater at the British American Drama Academy in London, England.

TEACHING PROJECTS ABROAD, St. Louis, Senegal, June 2008
• Improved French language skills with 60 hours of one-on-one training.
• Provided hygienic care and served meals at a shelter for neglected Qur’anic students five days per week.

ADDITIONAL SKILLS
High level of competency with Microsoft Office (Word, Excel, PowerPoint, Outlook). Proficient in French.
Curriculum Vitae (CV) Overview

What Is a CV?

A curriculum vitae (also known as a vita or CV) provides a detailed and comprehensive description of your academic and professional credentials and achievements. A CV differs from the more concise resume, which summarizes your skills and experience in relation to a specific career objective. Those who hold master’s or doctoral degrees will need to submit a CV when they apply for teaching or research positions at colleges, universities, or research institutions. Undergraduate students may use a CV to apply to graduate school or research positions.

What Should My CV Include?

All CVs Will Include the Following:

- **Contact Information**: This should include your name, street address, email address, and phone number. You can also include in this section any relevant URLs or a link to your electronic portfolio.
- **Education**: Include schools, locations, degrees, dates of graduation. You may also include your dissertation or thesis titles, names of advisors, and committee members, and any graduation distinctions.
- **Research Experience**: You may include here past and current research projects in which you have been involved.
- **Teaching Experience**: This section should include the titles and level of any classes you have taught or assisted with teaching and your role in the course (e.g., Lecturer, Teaching Assistant, etc.). You may also note in this section curriculum and course development contributions.
- **Teaching and Research Interests**: You can also include a list of teaching and research interests, including courses that you are capable of or interested in teaching.
- **Publications**: This section will include all journal articles, chapters, edited volumes, articles for online magazines, etc. Be sure to also include any manuscripts that are “currently under review” or “in publication,” but also be prepared to provide a draft if one is requested.
- **Conference Papers/Invited Talks/Presentations**
- **Service**: Be sure to include both on-campus service and service to professional organizations outside of the university.
- **Advising/Mentoring**: This section may or may not be included under teaching experience.
- **Professional Memberships**
- **Honors/Awards/Grants/Fellowships**

The Following Sections Are Optional:

- **Additional Experience**: You may include positions that you have held outside of academia.
- **Community Service and/or Involvement**
- **Relevant Coursework**
- **Interests/Activities**
- **Additional Sections**: Different disciplines may warrant additional sections, such as Data Sets (sciences), Performances/Exhibits (arts), or Film Production Highlights (MFA). Consult with your advisor and other faculty to learn more about the conventions appropriate for your specific field.
- **Skills/Languages**: Relevant computer skills, languages, technical skills, lab skills, and research skills.

What Should My CV Not Include?

See complete list on page 16.
How Should I Organize My CV?

It is essential that you present your qualifications and achievements in a clear, concise, and organized fashion. Use topical headings, and consider their order; what comes first will receive the most emphasis. New job seekers usually open with their academic preparation, drawing attention to their degrees. However, experienced job seekers may begin with their current positions. There are no universal rules for a vita so check with your advisor.

Formatting is also critical; it should support and not obscure the content of your CV. Consider your audience, and make your CV easy to read. Names, titles, and dates should appear in the same place within each entry. Be consistent in your use of punctuation, typeface, and indentation. Also, judicious use of bold type and white space can help make your CV a swift and easy read. Finally, meet with a career counselor to review your CV, and show it to your peers and professors to solicit their feedback.

How Long Should My CV Be?

Content determines the length of the CV. Thus, a student or junior professor may write a CV of two to four pages in length; however, senior faculty may produce a CV that runs up to ten or more pages.

Additional Online Resources

- Try searching the archives of *The Chronicle of Higher Education*’s (chronicle.com/section/Home/5) online advice content for “CV”; You will find helpful articles, advice, and sample CVs.
- Scientists and engineers should take a look at the resources at ScienceCareers.org, especially the Academic Scientist’s Toolkit.
- Check out the tipsheets on the CCE website.
- Many faculty members post their CVs online, so look for examples from new faculty in your field.

⇒ Academic Job Search Materials

It is a good idea to begin gathering the materials you will submit to apply for academic positions and post-doctoral fellowships the summer before your final year of graduate school. The Center for Career Education offers online dossier file services to graduate students through a partnership with Interfolio, Inc. Instructions on creating an Interfolio account can be found on CCE’s website (careereducation.columbia.edu/dossier). Here are some of the materials that academic search committees will request:

- Curriculum vitae
- Cover letter (sometimes referred to as a “job letter”)
- Letters of recommendation (most schools request at least three)
- Writing sample or dissertation chapter(s)
- Statement of teaching philosophy
- Teaching portfolio
ROBERTA C. VALENTINE  
123 Morningside Drive  
New York, NY 00000  
(212) 555-1234 • rcv321@columbia.edu

EDUCATION:
Columbia University, Graduate School of Arts and Sciences, New York, NY
Ph.D. in American History, Expected May 2014  
Dissertation: “Politics in Working Class Los Angeles”  
Dissertation Advisor: John Smith, Ph.D.
Fields for qualifying exams: Urban America, History of American Journalism; passed with distinction
M.Phil. in American History, May 2011
M.A. in American History, May 2010  
Master’s Thesis: “The Use of Video in Presidential Campaigns”

University of Southern California, Los Angeles, CA
B.A. summa cum laude in History, May 2007  
Honors Thesis: “The Nixon Administration”

FELLOWSHIPS AND AWARDS:
Matriculation and Facilities Fellowship, Columbia University, 2008–2010
Interdisciplinary Fellowship, Columbia University, 2008–2009
President’s Fellowship, Columbia University, 2008–2013
Gross Travel Grant, University of Southern California, 2006

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

TEACHING EXPERIENCE:
Columbia University, Graduate School of Arts and Sciences, New York, NY
Instructor, 2012–2013  
Taught the seminar “The History of the American Working Class.” Designed course structure and requirements; lectured, led class discussions, designed examinations, and administered all grades.

Instructor, 2010–2011
Taught the course “U.S. History since 1900.” Created syllabus; lectured and facilitated small group discussions; evaluated students on class participation and graded examinations.

Teaching Assistant, 2009–2010
Assisted Professor Francisco Magellan in his course “The United States since 1945.” Helped create curricula; composed exams and term paper assignments; led weekly discussion sessions; graded all written work and determined final grades.

RESEARCH EXPERIENCE:
Columbia University, Graduate School of Arts and Sciences, New York, NY
Predoctoral Fellow, 2013–Present
Conduct research on the history of the working class in the United States from 1900 to 1940. Results will be published in three journal articles.

New York Historical Society, New York, NY
Researcher, 2009–2011
Researched issues in New York City history; selected writers for publications and exhibits.

PUBLICATIONS AND PRESENTATIONS:


MEMBERSHIPS AND SERVICE:
American Historical Association
Organization of American Historians
Western Association of Women Historians
President, Graduate History Association, Columbia University, 2009–2011

LANGUAGES:
Reading and basic speaking competence in French and Spanish
JOHN P. SMITH  
123 West 111th Street, Apt. 2B  
New York, New York 10025  
(646) 222-2222  
jps@columbia.edu

EDUCATION

Columbia University, Graduate School of Arts and Sciences, New York, NY  
Doctor of Philosophy, Chemistry; Emphasis: Organic Synthesis, Expected May 2014  
Master of Philosophy, May 2013  
Master of Arts, May 2010

Swarthmore College, Swarthmore, PA  
Bachelor of Arts, Chemistry; with Honors, May 2009

RESEARCH EXPERIENCE

Columbia University, Department of Chemistry, New York, NY  
2010–Present  
Graduate Research Assistant  
Advisor: Professor Steven B. Plume  
Contributed to and led multiple research programs on redesign and synthesis of antitumor anthraquinone pluraflavin A. Working toward completion of the total synthesis of ET-743 as well as additional analogs for biological evaluations and structure-activity relationships (SA Rs).

Swarthmore College, Swarthmore, PA  
2007–2009  
Presidential Senior Scholar (2008–2009)  
Advisor: Professor Richard P. Harris  
Awarded college grant to further research on the synthesis of kalkitoxin. Worked in collaboration with Professor John D. Black and two postdoctoral researchers.

Science Collaborative Research Program (2007–2008)  

HONORS/AWARDS

Columbia University:  
Roche Excellence in Chemistry Award 2012  
National Science Foundation (NSF) Pre-Doctoral Fellowship 2011–2014  
Faculty Fellow, Chemistry 2009–2011  
Delta Sigma Chi Balfour Fellow 2009–2011

Swarthmore College:  
Delta Sigma Chi International Balfour Finalist 2008–2009  
AICF Senior WU Chemist Award 2008–2009  
Senior Key  
Presidential Senior Scholar 2008–2009  
Delta Sigma Chi Foundation General Scholarship

Mary Stuart Rogers Scholarship
Franklin O. Parker Scholarship
C. Herbert Smith Award
First Year Student Award
Interfraternity Council Scholarship
Mary Eyre Scholarship
Michael Foster Scholarship

PUBLICATIONS


TEACHING EXPERIENCE

Columbia University  
Teaching Assistant (2009–2011)  
Synthetic Methods in Organic Chemistry (graduate course): Dr. Tim Jones, Spring 2011  
Substitute lecturer in absence of professor (four classes)  
Organic Chemistry II (undergraduate course): Dr. John L. Mener, Spring 2010  
General Chemistry I (undergraduate course): Dr. Paul H. Wright, Fall 2010; Dr. Ted J. Grei, Fall 2009  
Preceptor (2009)  
Head TA responsible for overseeing eight fellow graduate student TAs

Swarthmore College  
Teaching Assistant 2009  
Advanced Organic Synthesis Lab (Spring 2009)  
Organic Chemistry I: Taught two guest lectures to a class of fifty undergraduates (Fall 2009)

LEADERSHIP / SERVICE

Columbia Science Honors Program 2011  
Instructor  
Taught an introductory synthesis course to advanced high school students from the New York area (Fall 2011)

Columbia University Synthesis Literacy Group 2011  
Founder  
Created organization and website (http://www.columbia.edu/cu/chemistry/groups/synth-lit/) (Fall 2011)

Columbia University Graduate Student Council 2011–2013  
Class Representative (2011–2013)

PROFESSIONAL AFFILIATIONS

American Chemical Society (2010)  
New York Academy of Sciences (2011)  
Smith CV, page 2/2
Molly Bradley
123 Riverside Drive, Apt. 4C
New York, NY, 10027
molly.bradley@gmail.com
www.mollybradley.com
917-223-2222

Education
Columbia University, New York, NY
MFA in Visual Art, May 2013
Thesis Exhibition: "The Three Graces," three channel synchronized video, Fisher Landau Center for Art, Long Island City, NY
The River That Flows Two Ways, four unique 8x10" relief images, Fisher Landau Center for Art, Long Island City, NY
Written Thesis: "Loss of Memory: The Three Graces and The River That Flows Two Ways"

Maryland Institute College of Art, Baltimore, MD
BFA in Visual Art, June 2006
Areas of Concentration: Photography
University of Georgia Cortona, Cortona, Italy
Visiting Student, 2006–2005
Areas of Concentration: Photography and Italian Art History
Honors: Cum Laude

Awards
Bunwoon Eerskmeyer Grant, 2011–2013
Visual Arts Fellowship, Columbia University, 2011–2013
Meyer’s Traveling Fellowship, 2006
Academic Honors Scholarship, Maryland Institute College of Art, 2002

Teaching Experience
Columbia University, New York, NY
Photography Intern, Fall/Spring 2012–2013, Summer 2012, Fall Spring, 2011-2012
Teaching Assistant, "Photo II: Teaching Assistant," Fall 2012–2013, Summer 2012, Fall Spring, 2011-2012
Assisted teaching the course "Photo II," an introductory course where students are initially instructed in proper camera use and basic exposure technique. Taught lab days where students master the fundamental tools and techniques of printing and classroom days where students present their work and are engaged by students. Returning students were given an understanding of photography as a medium of expression through the language of photography. Directed students through their assignments. Graded and evaluated students based on their work, mid-term papers, and participation.

Columbia University, New York, NY
Photography Seminar Teaching Assistant, Spring 2012
Assisted teaching the course "Photo III Seminar," an advanced course based in photo book making as a core studio practice. Helped organize presentations by guest photographers, guest lectures, critics, editors, and graphic designers.
Directed students in shooting films to explore issues of narrative and timing. Assisted students in proposing, developing, and producing a manuscript of their work as a final book project. Graded and evaluated students based on their final book project, and participation.

Chicago Photography Center, Chicago, IL
Digital Photography Instructor, Fall/Spring 2009–2011
Developed, directed, and taught a curriculum on digital photography for students, culminating in the basic operation of digital single lens reflex (SLR) cameras. Responsibilities included teaching basic techniques on camera function and exposure. Also taught a digital lab component to the class that acquainted students with Adobe Photoshop and Lightroom for final output for the web and printing.

Digital Photography Summer Intensive, Summer 2009–2011
Developed and taught a summer intensive that introduced students to the basic operation of a digital single lens reflex camera. Students learned to shoot RAW format and were introduced to Adobe Lightroom where they learned how to edit photographs for high quality inkjet printing.

Advanced Photography Instructor, Fall/Spring 2009–2010
Taught students how to further develop conceptual approaches to image creation, and cultivate and understand the relationship of photography in culture. Students learned to critically discuss their own work and the work of their peers. Developed and gave lectures around the critical and theoretical study of significant historic and contemporary photographers.

Related Experience
Running with Sharks, New York, NY
On a Pho图形, 2013
Working as a freelance photographer on the independent comedic short film and series pilot, "Running with Sharks," a story for anyone who has ever felt judged in a swimsuit. Responsible for set photography during rehearsals and filming.

Chicago Photography Center, Chicago, IL
Gallery Manager, 2009–2011
Assisted in the organization and execution of fund raisers, events, and exhibitions at Chicago-based non-profit photography school. Arranged guest artist’s lectures series. Supervised a staff of five to produce five shows each year. Responsibilities included hiring and contract guest artists, technical staff, and vendors; overseeing all aspects of production process for each show; monitoring all exhibitions in the creation of the center’s mission statement. Curated the exhibition, "Means without End" by artist Shanon Berrin sponsored by DePaul University College of Law Advocacy, Expression, and Education: Exploring Human Rights through the Arts.

Aes Club of Chicago, Chicago, IL
Administrative Assistant, September–December 2008
Working for a leading non-profit fine art gallery with a high profile of artists. Produced all pre-pers for exhibition, "Decor: A Conquest," by Marcello Brodugho. Responsible for digitally archiving the gallery’s permanent Arvon Garding drawing collection. Established friendly and professional atmosphere for members. Responsibilities also included maintaining membership program by adding new members.

Barb Levan Photography, Chicago, IL
Studio Manager, March–August 2008
Managed photography studio. Was responsible for all darkroom printing, digital retouching, and creating artist books for clients. In charge of all sales along with marketing. Organized all appointments, travel arrangements, and daily calendar. Developed a methodology and workflow to archive thousands of prior client project.

The Becker Group, Baltimore, MD
Production Coordinator, September–August 2006–2007
Worked for an experiential marketing company assisting artists in creating high-end presentations for Pixar and Disney exhibits: Narnia, Harry Potter, and Ratatouilie. Coordinated all client jobs, maintained FTP site, servers, and drivers for client jobs, inventory and maintained office supplies.

Smithsonian American History Museum, Washington, DC
Photography Intern, May–August 2005
Worked in the museum’s selective internship program in their Photography Archives. Responsibilities included scanning and archiving Alexander Gardner’s Civil War photographs and Muybridge’s early experimentation photographs for the Smithsonian library. Assisted in coordinating early stages of Richard Avedon’s "The Kennedy's" Portrait of a Family, book production in 2007. Worked on re-designing the Smithsonian photography website by creating an interactive template for educational purposes. Organized guest artist’s lecture and gave education demonstrations to high school students on "Underwood & Underwood Glass Stereograph Collection, 1895–1921."

Selected Exhibitions
MFA Thesis Exhibition, curated by Funn Meade, Fisher Landau Center for Art, Long Island City, NY, 2013
Live Archive, Cradle Building, Pittsburgh, PA, 2013
"Magical Thinking," curated by Juliette Premmereur and Dana Liss, 2013
First-Year MFA Exhibition, curated by Anna Craycroft, Wallach Gallery, Columbia University, New York, NY, 2012
Double Consciousness, C-Sketch Gallery, Laurel, MD, 2011
Gender Matters/Matters of Gender, The Freedman Gallery, Reading, PA, 2011
"Women," The Center for Modern Psychoanalytic Studies, New York, NY, 2009
A Brief (of) Marvin Beach, Bakehouse Arts Complex, Miami, FL, 2008
"All These Things, Main Gallery and Loads of Fun Gallery, Baltimore, MD, 2006
Group Show, Gallery Piazza Cortona, Cortona, Italy, 2005

Lectures and Publications
Works in Progress Lecture Series, Columbia University, New York, NY, 2012
Juxtapositions Lecture Series, Maryland Institute College of Art, Baltimore, MD, 2011
"Juxtaposition" Magazine, Maryland Institute College of Art, Baltimore, MD, 2011

Curatorial Projects
"Merce Wabonset End," artist Shanon Berrin’s, Chicago Photography Center Gallery, Chicago, IL, 2010

Bradley CV, page 2/2
Converting a CV to a Resume

Why Would I Convert My CV to a Resume?

While a CV (curriculum vitae) is necessary for an academic job search, a resume is appropriate for most other career paths. A resume focuses on your experience, skills, and accomplishments in a concise, clear manner, whereas a CV is much more detailed and focused on academic achievements.

How Do I Do It?

A good resume requires preparation. Research the fields, employers, and jobs you are targeting and address your resume to the specific skills and experience that they seek. Often your resume is your first introduction to a prospective employer, so it should be persuasive and compelling. Find out what particular skills, qualifications and personal qualities employers want. Once you have this information, you will be able to determine what material from your CV you should use for your resume. Remember: a good resume emphasizes those qualifications, skills, and accomplishments that are relevant to a given position.

Do I Have Any Transferable Skills?

Many of the things you do every day demonstrate transferable skills. To begin thinking about what skills you can offer a new employer, make an inclusive list of characteristics and abilities that are important to you as a student/scholar. Some examples include your ability to:

- Collect and analyze data
- Solve problems
- Persuade people
- Cope with uncertainty
- Pay close attention to details
- Synthesize information
- Explain complex concepts to a range of audiences

These skills are useful outside the lab, library, and classroom; you simply need to clearly articulate how your skills can be valuable to an employer.

Transforming Your CV Into a Resume in a Few Simple Steps

- Research and identify skills and qualifications sought by your prospective employers.
- Generate a list of your transferable skills, jobs, and other relevant experience.
- Choose headings and organize your information to present your most relevant experience first.
- Use action-oriented verbs when you describe your skills, achievements, and experiences.
- Make sure your formatting is clear, your content concise, and your usage consistent.
- Proofread, proofread, proofread.

Books Available in the Career Resource Center

- “So What Are You Going To Do with That?: Finding Careers Outside Academia” by Susan Basalla and Maggie Debelius
- Guide to Nontraditional Careers in Science by Karen Young Kreeger

Additional Online Resources

- “From CV to Resume,” The Chronicle of Higher Education. Search the online advice section for this article, which includes useful advice and a sample resume.
Robert C. Valentine
123 Morningside Drive
New York, NY 00000
(212) 555-1234
rcv321@columbia.edu

EDUCATION

Columbia University, Graduate School of Arts and Sciences, New York, NY
Ph.D. American History, Expected May 2014
M.Phil. American History, May 2011
M.A. in American History, May 2010
University of Southern California, Los Angeles, CA
B.A. History summa cum laude, May 2007

EXPERIENCE

Center for Career Education
Columbia University, New York, NY
January 2010–Present
• Collaborate with several postdoctoral researchers and graduate students to ensure successful and timely completion of projects
• Manage and mentor two undergraduate researchers
• Design synthetic schemes and revise approaches in the course of research
• Published research on formal synthesis of ET-743 in two peer-reviewed scholarly journal articles
• Presented research at symposium with over three-hundred attendees
• Projects included a variety of complex natural products with biological activity; each compound has potential in the treatment of either Alzheimer's Disease, heart disease, or cancer

Teaching Assistant, September 2009–May 2011
• Designed and taught several full lectures in absence of professors
• Taught tri-weekly recitations to supplement lecture courses in organic chemistry for two years
• Evaluated students’ ability to solve problems in synthesis
• Organized a team of eight fellow TAs as Preceptor/Head TA (Fall 2009)

Instructor, September–December 2011
• Designed and presented a weekend introductory synthesis course to NYC area high school students through the Columbia Science Honors Program

Swarthmore College, Swarthmore, PA
Researcher, June 2007–May 2009
• Collaborated with two postdoctoral researchers toward the synthesis of a natural product, kalkitoxin A.
• Presented achievements at the National Conference on Undergraduate Research (April 2007) and at the Regional Murdock Conference (October 2007)

Columbia University, Graduate School of Arts and Science, New York, NY
Ph.D. Chemistry, Expected May 2014; M.Phil., May 2013; M.A., May 2011, G.P.A.: 3.9/4.0
• Selected Honors/Awards: National Science Foundation (NSF) Pre-Doctoral Fellowship
• Selected and assigned writers for exhibition catalogs and labels, as well as topical brochures

New York Historical Society, New York, NY
Researcher (2009–2011)
• Developed general three-year plan for research on New York City
• Defined specific historical issues to be treated in exhibitions and publications in collaboration with curators
• Selected and assigned writers for exhibition catalogs and labels, as well as topical brochures

Houghton Mifflin Company, Boston, MA
• Under direction of editorial staff, worked independently to research and write articles on various topics in American history for a biographical dictionary and college textbooks

ABC News, Los Angeles, CA
Researcher (2005–2007)
• Cooperated with team of fact-checkers to ensure the accuracy of media programming on American history

LEADERSHIP

Columbia University, 2011–2013
• Co-Founder – Columbia University Consulting Chib
• Class Representative – Graduate Student Council

Swarthmore College, Swarthmore, PA
B.A., Chemistry, May 2009, G.P.A.: 3.7/4.0, with Honors
• Selected Honors/Awards: Rhodes Scholarship finalist; Presidential Senior Scholarship; Delta Sigma Chi International Balfour Finalist

SKILLS

Computer: Proficient in MS Word, Excel, Access, and PowerPoint; QuarkXpress and PageMaker; EndNote
Languages: Advanced French and Spanish

JOHN P. SMITH
123 West 111th Street Apt. 2B • New York, New York 10025
(646) 222-2222 • jps@columbia.edu

EXPERIENCE

Columbia University, New York, NY
Research Assistant, January 2010–Present
• Collaborate with several postdoctoral researchers and graduate students to ensure successful and timely completion of projects
• Manage and mentor two undergraduate researchers
• Design synthetic schemes and revise approaches in the course of research
• Published research on formal synthesis of ET-743 in two peer-reviewed scholarly journal articles
• Presented research at symposium with over three-hundred attendees
• Projects included a variety of complex natural products with biological activity; each compound has potential in the treatment of either Alzheimer's Disease, heart disease, or cancer

Teaching Assistant, September 2009–May 2011
• Designed and taught several full lectures in absence of professors
• Taught tri-weekly recitations to supplement lecture courses in organic chemistry for two years
• Evaluated students’ ability to solve problems in synthesis
• Organized a team of eight fellow TAs as Preceptor/Head TA (Fall 2009)

Instructor, September–December 2011
• Designed and presented a weekend introductory synthesis course to NYC area high school students through the Columbia Science Honors Program

Swarthmore College, Swarthmore, PA
Researcher, June 2007–May 2009
• Collaborated with two postdoctoral researchers toward the synthesis of a natural product, kalkitoxin A.
• Presented achievements at the National Conference on Undergraduate Research (April 2007) and at the Regional Murdock Conference (October 2007)

Columbia University, Graduate School of Arts and Science, New York, NY
Ph.D. Chemistry, Expected May 2014; M.Phil., May 2013; M.A., May 2011, G.P.A.: 3.9/4.0
• Selected Honors/Awards: National Science Foundation (NSF) Pre-Doctoral Fellowship
• Selected and assigned writers for exhibition catalogs and labels, as well as topical brochures

New York Historical Society, New York, NY
Researcher (2009–2011)
• Developed general three-year plan for research on New York City
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Houghton Mifflin Company, Boston, MA
• Under direction of editorial staff, worked independently to research and write articles on various topics in American history for a biographical dictionary and college textbooks

ABC News, Los Angeles, CA
Researcher (2005–2007)
• Cooperated with team of fact-checkers to ensure the accuracy of media programming on American history

LEADERSHIP

Columbia University, 2011–2013
• Co-Founder – Columbia University Consulting Chib
• Class Representative – Graduate Student Council

Swarthmore College, Swarthmore, PA
B.A., Chemistry, May 2009, G.P.A.: 3.7/4.0, with Honors
• Selected Honors/Awards: Rhodes Scholarship finalist; Presidential Senior Scholarship; Delta Sigma Chi International Balfour Finalist

SKILLS

Computer: Proficient in MS Word, Excel, Access, and PowerPoint; QuarkXpress and PageMaker; EndNote
Languages: Advanced French and Spanish
Cover Letter Overview

What Is a Cover Letter? Why Is It Important?

A cover letter accompanies your resume, introduces you as an applicant, and highlights your qualifications. Cover letters also enable employers to get a sense of your writing skills and style. Not only do they serve to give your resume focus and accentuate relevant information, but they also give you a chance to make a positive impression and express your enthusiasm for the position or organization. The cover letter should be interesting, compelling, unique, and genuine. Cover letters should always accompany resumes (with the exception of On-Campus Recruiting when the employer may choose not to receive them). Do not write one general (form) letter to use for all of your applications; you should uniquely tailor your letter for each organization and for the specific position.

How Is a Cover Letter Structured?

A cover letter is structured like a business letter, as shown in the samples on the next three pages. Keep cover letters short—three or four paragraphs—and do not exceed one page. When sending your resume and cover letter by email, you may include your cover letter in the body of your email or attach it along with your resume with a short email stating what position you are applying to and that your materials are attached.

How Do I Write the Letter? What Should It Include?

Before You Begin Writing the Letter, You Should Do Three Things:

- **Research the employer:** Learn enough about the organization so you can articulate in your letter why you are a strong fit for their firm. Review the website, speak with current or previous employees, and read articles. Use social media sites like LinkedIn and Twitter and set up Google Alerts to read about the latest trends and news at the company.
- **Analyze the job description:** Look for skills, duties, and qualifications for the job so you can design your letter to prove that you match these requirements as much as possible.
- **Analyze your background:** Ask yourself what you have done that is similar to the duties required of the job, including classes, projects, work experience, internships, volunteer experience, activities, and travel.

Structure the Letter as Follows:

- **Introduction:** State why you are writing, the position for which you are applying, where you found out about the job, and who you are. It is also helpful to include here whether you have been referred by a connection to apply for the position (be sure to first ask the individual if you can include his/her name) and why you are interested in this job and company in particular. Consider what is unique about each company. Many employers want to see this emphasis in this first paragraph. Note that you may also reiterate your strong interest in the position and the company in the last paragraph.
- **Body:** Highlight your qualifications relevant to the position and to the organization. Market yourself and your abilities, communicating how your skills and experience can be valuable to the employer. Do not discuss or apologize if you feel you lack experience or accomplishments. Emphasize your strengths with examples, but avoid simply restating your resume. Describe the skills gained through your experience and how these skills prepare you for this job. The body of the cover letter may be one or two paragraphs and should be specific and relevant to the industry, organization, and position. Let the employer know why you are interested in working for them by demonstrating that you have done your research.
- **Conclusion:** Thank the reader and reaffirm your interest in the position. Reemphasize why you want to work for their organization, demonstrating that you’ve researched their firm and can explain why you would be a good fit to work there. Avoid endings that lack confidence, and be sure to sign the letter if you are mailing it to the employer.
What Else Should a Cover Letter Include or Accomplish?

- Your letter should be addressed to the specific individual who has the capacity to hire you.
- If you do not know who this person is, research the organization online or call to find out the correct name and spelling as well as the individual’s appropriate title and current mailing address. If you cannot find a name, you can address the letter to the “Recruiting Coordinator” or to the “Hiring Manager.”
- Use the active voice, keeping your tone positive and professional. Avoid beginning every sentence with “I.” Use perfect grammar and sentence structure.

Tips for a “Create Your Own Internship” Cover Letter

Even if a company or organization does not have an internship program or has never had an intern, it may be possible to convince an employer to create an internship for you.

- In your cover letter, acknowledge that while there is no internship program in their company or organization, you are proposing that they create an internship for you based on the skills you offer and the value you could add in return for real work experience and training.
- Be explicit in explaining the type of work that you would like to do.
- Demonstrate your knowledge about and interest in the company. Be enthusiastic and convincing as to why you want to work for them.
- Use social media or the company’s “About Us” web pages to identify an actual person in the department that interests you and direct your cover letter and resume to that person.
- Follow up in a few days with another email or a phone call.

These letters (and on pages 41 and 42) are only guides to provide an idea of what to include in your letter!

**DO NOT COPY THEM DIRECTLY!** We suggest that you write the first draft of your letter without using a sample to guide you. The most important quality you can convey in your cover letter is enthusiasm, and this must be done in your own style. Once you’ve created your first letter, those that follow will be much easier.
Dear Hiring Manager:

If I were a running shoe, I’d be the Nike LunarGlide+ 4. This lightweight and supportive model is dynamic, low-profile, and ready to race. It would provide a great fit for the position of Associate Content Producer as posted on Mediabistro.com. As a journalist wielding a master’s degree and experience in the running industry, I fit the position requirements and possess the skills necessary to help enhance the Run.com site. Sure, I love to run, but my knack for producing quality content supersedes my talent (not to mention my VO2 max).

As a senior editor, copy editor, and editorial intern, I’ve honed my writing and editing skills. I’ve produced compelling digital and print content for multiple platforms, from tablet magazines and social media to glossy print pages and online news sites. I’ve written about The Runner’s Center topics—training, racing, injury prevention, nutrition, weight loss, and inspiration. Peers and bosses alike come to me for proof reads, fact checks, top edits, and big-picture powwows. One of my editors recently called my reporting “meticulous.”

As a marketing and sales rep, project director, and coach, I’ve developed interpersonal skills that enable me to interact professionally and effectively with superiors, freelancers, and interns alike. I’ve gained exceptional organizational skills while managing multiple deadlines. My competitive work ethic and trainable nature would support your daily sales and merchandising goals. Available to travel and work flexible hours, I am willing and able to help the Director of Content and Community and RSG team successfully grow Run.com.

Please consider this letter and my attached resume. I would be delighted to discuss this opportunity at your convenience. I will follow up in one week. Thank you for your time.

Sincerely,

Janis Dean
Ms. Jane Greene  
APD Recruiting  
Strategy Consulting Group  
500 E. 22nd St., 21st Floor  
New York, NY 10022

December 15, 2012

Dear Ms. Greene:

I am writing to express my interest in a 2013 consulting internship position at Strategy Consulting Group, which I learned about this fall through an on-campus open house event at Columbia University. As a fourth year Ph.D. student in Chemical Engineering at Columbia, I am on track to complete my doctoral studies by May 2013. It is my strong feeling that my extensive and varied academic training paired with past industrial internships have provided me with the experience and skills necessary to excel in the fast-paced environment at Strategy Consulting Group.

The past three years as a graduate Research Assistant in a cutting-edge chemical engineering laboratory have provided me with an abundance of opportunities to define and solve problems, set and achieve goals, and strengthen my communication abilities. I have learned to read and analyze scientific literature and data, and to connect them to my specific research. I have perfected existing experimental methods, designed and implemented new experiments, and become adept at analyzing and interpreting subsequent results. In addition to these hard skills, I have further developed my communicative abilities through formal lab meeting presentations, ongoing collaborations with other research groups, preparing scientific manuscripts and fellowship applications, and managing undergraduates assisting in my research.

While my current work is primarily scientific, past and recent academic as well as industrial experiences have been much more aligned with business. As an undergraduate student, I complemented major coursework with a minor in business, learning the fundamentals of finance, accounting, marketing, and real estate. In addition, this past spring I completed a certificate course through the Center for Biotechnology at Cornell University. This program focused on the business environment of the pharmaceutical and biotechnology industries. Finally, during an undergraduate internship with Pfizer, I was a team member of a business group devoted to identifying and leveraging lower manufacturing costs within foreign countries to increase productivity.

I am truly excited about the prospect of applying my analytical and communicative skills to working with teams of like-minded professionals to solve challenging problems. Through conversation with a Strategy Consulting Engagement Manager, I’ve come to believe that your firm’s “client first” philosophy, as well as the exciting, team-based environment, makes Strategy Consulting Group a very strong fit for me, both culturally and professionally. I feel that my past and present technical and business training and industrial experiences make me a highly competitive candidate for a consulting internship with Strategy Consulting Group, and I look forward to pursuing this opportunity.

Sincerely,

Carlos Smith

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Amy M. Robins  
132 Broadway Apt. 4 • New York, NY • 212-555-1212 • amyrobins@gmail.com

August 25, 2013

Ms. Catherine Kramer  
AIDG Guatemala  
0-21 8a Calle “B” Zona 3  
Quetzaltenango, Quetzaltenango, Guatemala

Dear Ms. Kramer,

I am writing to apply to your grant writer position, which was posted on your website. I was immediately drawn to this listing and AIDG’s focus on business incubation and eco-friendly technologies. Your model offers many opportunities to create lasting improvements to infrastructures in Guatemala and Haiti. To help your company gain further funding for its mission, I offer proven writing, research, and communication skills as well as successful grant writing experience.

I was inspired to transition from magazine writing to grant writing when I started editing documents for the Refugee and Immigrant Fund (RIF), a not-for-profit agency that aids new immigrants as they adjust to life in the United States. Working with RIF’s founder to create two grant applications, I found my editorial background equipped me well for the challenges of drafting and editing proposals to secure non-profit funding. Both applications were successful and resulted in grants needed to support two new programs.

In addition to the above experience, as the Assistant Research Editor at Budget Travel magazine, I pinpoint the most engaging details of a subject and write stories that appeal to a targeted audience. These skills have helped me create application grants that draw attention from an audience of grant givers and personal donors.

Finally, every day at Budget Travel, I communicate effectively across language barriers. Maintaining my record of zero printed errors, I routinely call and email small foreign businesses, from family-owned restaurants in Panama to three-room B&Bs in Italy. My French language proficiency, further refined when I studied in Senegal, will help me work closely with your staff in Haiti. Moreover, I am currently enrolled in introductory Spanish lessons and plan to continue classes in Guatemala.

I would be honored to join AIDG and help promote sustainable technologies, XelaTeco, and other business incubation plans. I look forward to discussing further how I can apply my writing, research, and communication skills and experience to this position to further help your organization grow and expand. Thank you for your time and consideration.

Sincerely,

Amy Robins
Academic Cover Letter Overview

What Is an Academic Cover Letter and Why Is It Important?

As a candidate for an academic position, you should always include a cover letter when sending your curriculum vitae. The cover letter is your opportunity to introduce yourself and to discuss your dissertation project, teaching experience, publications, research interests, and the courses you would be interested in teaching. You should tailor your cover letter to the position for which you are applying. Before you start writing, find out as much as you can about the hiring process, the position, the institution, the department, and the context in which each operates.

How Is an Academic Cover Letter Structured?

An academic cover letter should be in formal business format, as the following sample demonstrates. However, unlike a business cover letter, which is usually one page, the academic cover letter can be one, two, or three pages.

What Is the Content of a Cover Letter?

There are general components that should be included in any academic cover letter, though the organization may differ slightly depending on the type of position for which you are applying. For example, if you are applying for a research-oriented position, begin by discussing your research and dissertation. If you are seeking a teaching-intensive job, you may wish to open with a review of your teaching experience.

Introduction: State why you are writing, the position for which you are applying, who you are, your current institutional affiliation, and where you found out about the opportunity.

Research and/or Dissertation: Provide evidence of the quality of your scholarly research. Include the title, a clear description of the project, and the direction you would like your future research to take. If sections of the dissertation have been published, if you have a book contract, or if you have presented sections of the dissertation at conferences, mention that here. Try to relate your research to the needs of the institution if possible.

Teaching Experience: Discuss your teaching experience and philosophy. Mention types of courses you are willing and able to teach, the titles of some of the courses you have already taught, and your title (adjunct, teaching assistant, lecturer). Be specific: Did you create a new syllabus or did you use an already existing curriculum? What type of course(s) did you teach (e.g., large lecture, small discussion seminar)? How many students/sections did you teach? Did you hold office hours? Grade papers? Guest lecture? In order for a search committee to assess what you’re capable of handling in terms of teaching load, they need to have a clear sense of the kind of teaching experiences you’ve had.

Scholarship/Service: In addition to being evaluated on the quality of your research, you will be evaluated on your potential to be a productive scholar over a period of time. Use this paragraph to discuss future research projects and courses you have developed or will develop that are specific to their needs. Candidates will also be evaluated on their potential to be an active member of the academic community, so those who have related professional experience may choose to discuss that here as well.

Conclusion: At this point, thank the search committee, and reaffirm your interest in the position. You may also include the names of those writing letters of recommendation and indicate that your dossier will be forwarded under separate cover. Don’t forget to sign the letter if sending by mail.

Additional Resources

- The Academic Job Search Handbook and The Chicago Guide to Your Academic Career (and many more books available in the CCE Career Resource Center)
- The Chronicle of Higher Education at chronicle.com/section/Home/5
Dear Professor Andrews:

I am writing to apply for the position of Assistant Professor of Asian Studies, as advertised by your department through H-Net on October 29th. I am currently a doctoral student in the Department of East Asian Languages and Cultures at Columbia University. By May 2014, I will have defended my dissertation. My research and teaching background have prepared me to be an active and productive faculty member with the Committee for Asian Studies at the University of Chicago. My expertise in Japan complements your current strengths in China, India, Thailand, Indonesia, and Asian-American Studies. I would very much like to contribute to the committee’s goal of teaching about Asia across the disciplines.

Enclosed, please find my curriculum vitae.

My interdisciplinary research background has prepared me well for a position with the Committee for Asian Studies and the Humanities Faculty, where courses and research often cross conventional boundaries. My specific research interests lie in representations and receptions of technology and magic in popular culture. Although my graduate research has focused on 18th-century Japan, these issues are relevant to contemporary life around the globe, as witnessed by phenomena such as the success of the Harry Potter books in Anglophone cultures and Miyazaki Hayao’s movies in Japan. In my dissertation, “The Ghost and the Machine”, I examine the intersections between scientific inquiry, storytelling, popular fiction, and religion in the major Japanese cities of Edo and Osaka. LMN Journal has accepted the fourth chapter of my dissertation for publication under the title, “Osaka and the Supernatural: Ghost Stories Across Centuries” (forthcoming).

Recently I have been cooperating with a multi-national group of researchers who seek to share methodology, analysis, and theory across the boundaries of “European” and “Asian” studies. We have secured a seed grant from KLM Foundation to organize a conference tentatively titled “Orient/Occident”, to be held in 2014 in New York City. My next research project is geared toward participation and publication with this group; I will examine the social positions and functions of divination and spirit-possession in Edo. In a publishing project that has developed out of the conference planning, I will collaborate with scholars researching Korean shamanism and North American spirituality in an edited volume from Zee Press. We will each write a topic-specific article, and we will also co-author a comparative essay.

Along with research, teaching has been integral to my graduate training, and I have taught a variety of subjects to diverse groups of students. During the summer of 2009, I taught an intensive undergraduate survey course in Asian literature at Columbia. For this course, I adapted an existing syllabus and delivered daily lectures to a group of 25 students. As an adjunct instructor, I taught “Cultures of Asia” at Hunter College, City University of New York, in the spring of 2010. I developed this course and created a new syllabus combining lectures, films, and discussions. Through my five years of service as a teaching assistant both at Columbia and at the University of Illinois, I have forged relationships with a broad range of faculty members and gained cross-disciplinary experience in language instruction, literature, religion, history, and art history. Per your request, I have enclosed a statement of my teaching philosophy.

I am aware that the University of Chicago has launched an initiative to integrate new technologies into teaching and learning. I would be an enthusiastic participant in this program. In my teaching, I have worked extensively with online systems for course management, posting syllabi, assignments, and study guides. Additionally, I have created slide shows, videos, and e-texts as computer-based supplements to more traditional paper-based resources.

Finally, I have the background to contribute to the university community. As a graduate student, I served as student representative for two years, acting within my department as a liaison between students and faculty and organizing student-oriented events such as colloquia and mock job talks. In this process, I have learned about the complexities of departmental administration and university governance. One of the reasons I am drawn to the Humanities Faculty is its reputation for a strong and supportive culture. I would value the opportunity to contribute to your community.

Sincerely,

Taylor Reid
Thank-You Letter Overview

When Are Thank-You Letters Appropriate?

Thank-you letters are appropriate after the following occasions:

- After every job interview (this includes in-person interviews and phone interviews).
- After every informational interview or networking meeting.
- After someone has helped you with your job search process (e.g., referred your resume to someone else, offered you contact information, etc.).

Why Should You Send a Thank-You Letter?

You should send thank-you letters for the following reasons:

- To reaffirm your interest in the company, employer, or industry.
- To jog the interviewer’s memory and to remind him/her of your interview.
- To mention something that you may have omitted during the interview.
- To illustrate that you are courteous and professional.

What Is the Purpose of the Letter, and What Should It Include?

Thank-you letters should:

- Express gratitude for the opportunity to interview or for job search assistance.
- Mention aspects of the interview that were of particular interest to you.
- Provide an opportunity to add something relevant that you may not have mentioned during the interview.
- Be short, concise, and to the point.

How Should a Thank-You Letter Be Sent?

You should judge how to send a thank-you letter (e.g., email or mail) by your previous communications with the employer. For example, if the employer has contacted you via email, feel free to send your thank-you note the same way. If you expect to receive the job decision quickly, you should send your thank-you note immediately. Your thank-you note should always be sent within 24 hours of your interview. Whether you send a handwritten or emailed thank-you note, it should always be formal and professional.
Mr. Alex David Wayne  
Apfel Incorporated  
222 Park Avenue  
New York, NY 10022  

November 1, 2012  

Dear Mr. Wayne,  

It was a pleasure meeting with you yesterday. Thank you for giving me the opportunity to speak with you about the marketing analyst position at Apfel Incorporated. I am enthusiastic about the position and believe that my skills and interests are a strong match for the company. As we discussed, while interning at American Marketing Company, I completed a project that is similar in nature to the work that I would be doing at your company. Developing new business presentations for sports initiatives was my greatest accomplishment at American Marketing Company, and I believe that I could make an immediate contribution to Apfel.  

Thank you again for your time and consideration. If you require any additional information, please do not hesitate to contact me at 212-555-1234. I look forward to hearing from you.  

Sincerely,  

Mark Hamilton  

NOTE: If your thank-you note is sent via email, the address heading is not necessary.
Writing Samples

You might be asked to provide writing samples as part of your job or internship application process. A writing sample demonstrates how you organize and express your thoughts. The purpose is to convince an employer that you can create the kind of written materials and handle the type of work that is expected of an employee in the position for which you are applying. A writing sample is common for positions in media, law, or research assistant roles in a variety of industries.

Choose samples that demonstrate the type of writing you would do on the job.

If possible, select samples that match the genre of the writing that the position would involve. For example, if you are applying for journalism positions, submit “clips”—actual articles that have been published in a campus newspaper, blog, or other publication.

Submit your best writing.

If you are deciding between two papers you have written, and one is better written than the other but your weaker paper is topically more relevant, then choose the paper that is better written to submit. The other option is to rewrite the relevant paper to be stronger before you submit it. Remember, it’s your writing skills that the employer is assessing, and being topically relevant is just an added bonus.

Provide excerpts if your samples are long.

Most employers will specify how many pages or how many clips they want. If they don’t, follow up and ask. If you’re still not able to get this information, then submit 2-5 pages of writing, usually double-spaced (unless it is a clip). This can be a combination of one or more writing samples. If you want to use a paper that is longer than five pages, provide an excerpt with a notation at the top that tells the employer that it is an excerpt from a _(number)_-page paper on ___(topic)___ and where in the paper this excerpt is from. You might share the introduction, sections of the body, and your conclusion, so the reader is still able to follow your thought process.

Polish your writing samples.

Make sure that you send in papers that do not have your professor’s comments. Provide clean copies of your writing and revise them as necessary. Proofread your document to avoid errors or typos.

Create an Effective Online Presence

According to a 2012 survey conducted by Jobvite, a recruiting platform, 92% of companies use social networks or social media to support recruitment efforts and 86% review social profiles of job candidates. Before any internship or job search, Google yourself and review the results (both images and text) carefully. Make sure you are comfortable with employers seeing what’s public about you online. Ask yourself—is this everything you want them to see? If not, this is where social media can help.

Employers are looking online to see your communication skills, professional demeanor, how well-rounded you are and other skills and assets that you may possess. One of the most essential skills for the 21st-century job seeker is an understanding of how to strategically use social media such as LinkedIn, Twitter, and blogs.

When you’re first starting out, use social media as a research tool to follow people and companies. When you’re ready, connect with professionals and use social media to establish your credibility, promote yourself and demonstrate your skills, values, and professionalism. Tweeting, blogging and commenting on blogs or LinkedIn about things you know can build your online credibility. When employers search for you, they will find a knowledgeable individual who demonstrates an interest in the field. You should maintain this online presence, update it, and continue to build it throughout your professional life.

Following, you will find an overview of just some of the online tools you can use in creating an online presence. To learn more, read the tipsheets available on CCE’s website.
LinkedIn
LinkedIn is a network of professionals who connect according to common interests, which may include industry, geography, specialties, career goals, and more. Your LinkedIn presence conveys the same information as a good resume and establishes an entire host of relationships that cannot be targeted using traditional job search methods. LinkedIn groups include the Columbia Career Connections, Columbia Alumni Association Network, and IvyLife. After joining groups relevant to your interests, if you are knowledgeable about the subject you can post answers to questions, and start a discussion topic. Doing so will make you more noticeable to employers and recruiters, increase your expertise, and show your interest in a specific area. See pages 67–76 for information about creating a profile and connecting with professionals.

Twitter
Twitter can provide an ever-expanding circle of contacts that can be utilized to help you find a job, share resources, or broaden your network. You can follow people you admire, follow companies, or learn about openings through @TweetMyJobs. For example, employers looking for social-media savvy candidates often Tweet jobs to their followers rather than using traditional recruitment methods.

Blogging
Use a blog to establish credibility, particularly for industries like public relations, marketing, publishing, and journalism. To blog effectively, refine your experiences, skills, and perspectives into a coherent idea that can contribute to your industry of interest in a way that other blogs do not. Many blog-hosting services are free and offer a variety of templates and arrangements to provide you with a great design. Blogging 2-4 times a week is enough to establish your professional identity and should you get busy for a week or so, you can always ask other professionals/classmates to guest blog. Referencing and linking to other bloggers, joining blogging groups, submitting yourself for review and awards—all share your name and demonstrate your professional capability.

Online Portfolio/Personal Website
It is a good idea for artists, writers, doctoral candidates, architects, and any students looking to enter media or a creative field to establish an online portfolio or personal website to display your work. Maintaining an up-to-date online portfolio is a great way to keep track of your accomplishments, ensure your visibility on the web, and manage your online identity. There are a number of platforms to choose from. Columbia provides web hosting space to members of the university community, which you can learn more about by visiting the website of Columbia University Information Technology and clicking on the Web Publishing link. Alternatively, you could use a free blogging platform, such as Wordpress or Blogger, or you could opt for a more design-oriented platform intended for creative professionals and visual artists, such as Carbonmade or Dripbook, some of which have small monthly or yearly fees. Whichever platform you choose, make sure to update your portfolio regularly and include your web address in both your resume and LinkedIn profile.

Introduction to Interviewing
Why the Employer Wants to Interview You
When an employer determines, through reviewing your resume and cover letter, that you have the necessary skills and experience to succeed in their organization, he/she will invite you for an interview. The interview is designed to closely assess your experiences and motivation and to determine whether you will fit well with the organization. Interviewing is the most personal part of the job search process because it involves assessing whether a candidate will mesh well with a company's culture. Fit can be measured by evaluating a candidate's interpersonal skills, interests, and general presentation. With research and proper preparation, you can demonstrate why you are the right candidate for the position.

Preparing for Your Interview
Follow these steps to best prepare for an interview.

• **Purpose:** Why do I want this job? You must have a purpose and objective in mind and be able to clearly articulate that to the employer. Know yourself and your resume and be able to tell the interviewer how your skills and experiences match an organization's needs and position requirements. Identify the skills you have developed through
the experiences that you listed on your resume. Think about how those skills, personal qualities, academic, and co-curricular experiences make you the best candidate. See page 11 for top 10 personal qualities/skills sought by and employers, and meet with a CCE career counselor to discuss your preparation. Please be aware of your online image and make smart professional decisions regarding all postings and updates you make to sites such as Facebook, LinkedIn, and blogs.

- **Prepare:** Time and time again, employers state that students do not know enough about the organization with which they are interviewing. All students can improve their interviewing skills by knowing as much as possible about the position, organization, and industry associated with the opportunity. Doing research demonstrates how interested you are in a specific position or organization. Expand your research by learning about current trends and events that might impact your future employer. Review the organization's corporate literature and website. The CCE website provides many industry resources, including free access to the Vault and Wetfeet Career Libraries. In addition to the organization's website, conduct research online to learn about current events that involve the organization. As well, use social media sites such as LinkedIn and Twitter to cross reference the organization.

- **Practice:** Many people practice for an interview by writing down answers to common interview questions. While organizing your thoughts on paper is helpful, the best practice is done verbally. Review interview questions and practice answering them alone or with a friend. Most importantly, meet with a career counselor for a mock interview and get feedback on your interview style, presentation, and body language. Call 212-854-5609 to schedule an appointment with a counselor. Each semester, CCE career counselors partner with Columbia alumni to provide additional mock interview slots. Check careereducation.columbia.edu/calendar for specific dates and sign up for an interview! When scheduling an appointment, you can ask for the mock interview to be video recorded for you to view later. Also, remember to forward the job description and your resume to the counselor in advance.

**The Night Before Your Interview**

The night before your interview ensure that you have taken the following steps to prepare and feel confident:

- Read through your notes and documents (e.g., your resume, cover letter, job description, company or industry summaries) one last time.
- Know the route you will take to the location and how much transportation time you will need.
- Examine your clothing for stains and wrinkles. Look for scuffs on your shoes. For additional information, please refer to the "Professional Image" tipsheet on the CCE website at careereducation.columbia.edu/resources/tipsheets/skills-professional-image.
- Visit the Macy's and Bloomingdale's Clothing Closet at CCE to borrow suits and accessories for the purpose of attending an interview, career fair, or professional networking event. For more information about the Clothing Closet visit careereducation.columbia.edu/services/clothingcloset.
- Set your alarm so that you have enough time to get to the interview without rushing.
- Get a good night’s sleep.
- Print multiple copies of your resume.

**ARE YOU READY FOR THE INTERVIEW?**

- Have you thought about your goals, values, and skills and how they match the opportunity?
- Have you researched the field, organization, and position?
- Do you know the name and title of the interviewer?
- Have you prepared an appropriate interview outfit?
- Have you identified the time and place of the interview and the best method to get there?
- Have you made extra copies of your resume and list of references?
- Have you practiced questions on pages 51–57?
During the Interview

To succeed on the day of your interview remember to:

- Be on time for every interview by arriving at least 10 to 15 minutes early. In addition, be considerate and polite to all staff members (e.g., doormen, administrative assistants). You never know who will provide input for a hiring decision.
- Turn off all mobile devices.
- Discard any chewing gum, breath mints, etc. Do not smoke right before your interview as the smell of smoke on your clothes might be distracting to an employer. In addition, you should not wear excessive amounts of perfume, cologne, aftershave, or distracting jewelry as many employers cite these as annoyances.
- Be enthusiastic and convey this enthusiasm to the interviewer.
- Listen carefully to the interviewer when he or she speaks to you. Make sure you answer the question your interviewer is asking.
- Prove you are the best candidate for the job by demonstrating to the interviewer what makes you different and superior to other candidates. Correlate your skills, accomplishments, and objectives with those sought by the employer.
- Provide specific examples whenever possible. This strengthens your answers to questions.
- Bring several copies of your resume.
- Never apologize for any perceived lack of experience or background. Focus on the positive aspects of your training and experience.
- Request a business card from the interviewer so that you may send a thank-you note.
- Be aware of your body language. Your posture, eye contact, and use of hand gestures all contribute to the impression you make on the interviewer. The following examples of proper body language and behavior, specific to the U.S. job market, may help you assess your presentation:

<table>
<thead>
<tr>
<th>Posture</th>
<th>Your posture can convey confidence or insecurity. Sit up straight and send a message that you are comfortable and confident.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eyes</td>
<td>Maintain eye contact with your interviewer. In addition, be sure to make eye contact with everyone in the room. If you focus all of your attention on one person, you will not engage other interviewers.</td>
</tr>
<tr>
<td>Hands</td>
<td>Avoid fidgeting because it is extremely distracting. Use your hands to express yourself, but do so in moderation.</td>
</tr>
<tr>
<td>Language</td>
<td>Be clear and direct. Avoid the use of filler words between phrases or sentences. Do not ramble. Silence is acceptable. When you finish making your point, stop!</td>
</tr>
</tbody>
</table>

After the Interview

- Send a thank-you note within 24 hours of the interview. (See the sample Thank-you Letter on page 46.) Your form of correspondence (email versus hand-written) should reflect the industry and the immediacy of any potential offer. For example, if a decision is to be made within a day or two, be sure to send an email. Convey your enthusiasm for the position and provide any additional information that you might not have mentioned in the interview. You may wish to make reference to the conversation you had with the employer so that he or she remembers you and knows that you valued your opportunity to interview. Address the note to the correct person using his or her title. Make sure to ask your interviewer for a business card before the interview is over.
- Evaluate your performance. Did any questions stump you? Now is the time to improve your answers for the next interview.
- Follow up, professionally and only once, if you do not hear from the employer after the reply date that the interviewer indicated. Call the interviewer and inquire about the position.
- During second interviews, you may meet with more than one person or participate in a group interview. This is also your opportunity to observe the office dress code, corporate culture, and work environment. Think about whether you could picture yourself working there on a regular basis. Learn as much as you can about the organization so that you can make an educated decision about whether or not you would be happy there. (Please see the Second Interview information on page 61.)
Interview With Confidence Worksheet

Two types of questions you are almost guaranteed to be asked in a job/internship interview: “Tell me about yourself,” and a behavioral question, such as “Tell me about a time you worked on a team.” With the former question, the employer wants you to articulate your interest in the position and industry and to offer information about relevant skills and experience you bring to the position. With the latter question, the employer wants to know how you behaved in or handled a specific situation with the idea that past behavior predicts future behavior. In preparing to answer both questions, it is important to spend time reflecting on your experiences and be able to articulate not only what you did, but also how your experiences influenced you and shaped your thinking about your career direction or workplace behavior and attitudes.

Tell me about yourself.

For this question, consider an answer that provides some relevant background information about your interest in the field and position in addition to your relevant experience. It is a brief story about what has shaped your interest and motivation to pursue the opportunity for which you are interviewing. Draw upon your answers to all or some of the questions below to craft your answer.

How did you become interested in this industry/job function? What experiences piqued your interest in this field (classes, internships/jobs, books, etc.)?
____________________________________________________________________________________________________
____________________________________________________________________________________________________

What have you done in this field to pursue/explore this interest or that has confirmed your interest?
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

What experiences/accomplishments have given you the skills the employer is looking for (activities/leadership, internships/jobs, volunteering)?
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Why is this position of interest to you now?
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Behavioral Questions

Behavioral questions usually start with “Tell me about a time when” or “Give me an example of a time/experience when” (See page 54 in this guide for examples of behavioral questions). The interviewer is looking for a concrete example that demonstrates a specific skill or quality that will make you an asset to their team. It is very important to give a specific example rather than to speak in generalities.

It is also useful to think of the answer to this question as a story with a specific structure that relays not only the experience but also what you learned from the experience. One way to structure your story is captured by the mnemonic ‘STAR’, which stands for: Situation, Task, Action, and Result.
**Situation:** What was the situation/problem/conflict you were facing?

**Task:** What task(s) did you identify to respond to this situation/to solve the problem?

**Action:** What action did you take?

**Results:** What lessons did you learn, what skills did you gain, and/or what qualities did you develop through this experience that will help you contribute to the prospective employer’s team in the position for which you are interviewing?

Remember that the employer wants to know if you have certain transferable skills and qualities that will help you be effective in the job.

**Activity:** Read through the job description of a position you are interviewing for/interested in and identify all the skills and qualities they are seeking (usually in the responsibilities and qualifications sections). For each skill and quality you list, think of two concrete examples from your past experience that demonstrate those skills and qualities. Examples can come from internships, school activities, volunteer work, and even personal hobbies. Using the worksheet below, construct your stories/answers according to the STAR structure.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Task</th>
<th>Action</th>
<th>Results</th>
</tr>
</thead>
</table>

**Job competency you want to demonstrate:** _______________________________________________________

**Situation:** _______________________________________________________

**Task:** _______________________________________________________

**Action(s):**
1. _____________________________________________________________________________
2. _____________________________________________________________________________
3. _____________________________________________________________________________

**Specific verbs/phrases you can use to pinpoint your job competencies:**
1. _____________________________________________________________________________
2. _____________________________________________________________________________
3. _____________________________________________________________________________

**Result(s):** _______________________________________________________

**Application (what did you learn from this experience?):** ___________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

**Are there any relevant quantifiable details? Are there any relevant contextual details?**

_____________________________________________________________________________________

_____________________________________________________________________________________

___________________
Sample Questions

There are three principal types of questions you may encounter during an interview: 1) traditional, 2) behavioral, and 3) industry specific.

Traditional interview questions focus mainly on general information that you can answer directly. Some of the questions will be based on your application, so know your resume thoroughly in order to answer questions effectively. In addition, use examples that will help illustrate your point and give the interviewer a greater sense of who you are as a person, student, and potential employee. Below are common questions that you may be asked during your interview:

- Tell me about yourself.
- Why did you decide to go to Columbia?
- Why did you major in ________?
- Tell me about your job at _________.
- Why did you leave your job/internship at ______?
- What are your strengths?
- What are your weaknesses?
- What are your long-term and short-term goals?
- How do you plan to achieve your goals?
- What do you see yourself doing five years from now?
- Why did you choose the career for which you are preparing?
- What qualifications do you have that will make you successful in your chosen career?
- Which three adjectives best describe you? Why?
- Why do you want to work for us?
- What can you offer our organization that no one else can?
- What do you think it takes to be successful in an organization like ours?
- What have you learned from your mistakes?
- Do you think your grades are a good indication of your academic achievements?
- How would you describe the ideal job for you following graduation?
- What criteria are you using to evaluate the company for which you hope to work?
- What do you know about our organization?
- Why should I hire you?

Columbia students often identify: “Tell me about yourself,” “What is your greatest weakness?,” “Why should I hire you?,” and “What salary do you expect and/or require?” as the most challenging interview questions to answer. Following are suggestions for tackling these difficult questions.

- **Tell me about yourself.** This innocent sounding question is one of the hardest interview questions to answer. You do not know what the employer is looking for specifically. However, this is also one of the best questions to be asked. At no other time will you be given so much latitude to answer a question. You want to be sure to capture the interviewer’s attention with a clear, quick, and focused response. This response (“two-minute pitch” or “elevator speech”) should give a summary of your background, focusing on why you are a good fit for this position in this organization. Please keep in mind that the employer is not interested in learning about your entire personal history. Before the interview, prepare an answer to this question. Write out your relevant or professional qualifications using the past, present, and future approach. Choose four to five highlights of which you are most proud (past and present). Be sure to back up these qualifications with examples, generally from your resume. Then, explain how you believe you can help this employer.

- **What are your greatest weaknesses?** When you answer this question you should be cautious. This is not an opportunity to confess a major flaw in your personality that would disqualify you from further consideration. However, it should not be a strength cleverly disguised as a weakness (e.g., “I’m a perfectionist”). In your answer include ways that you are trying to improve upon this weakness. In addition, anticipate several follow-up questions related to your weakness. It does not have to be a personality trait—you could choose a skill deficit or lack of experience, which may be easier to improve.
• **Why should I hire you?** In your answer, focus on what makes you unique and what you offer to an employer. Do not attempt to compare yourself with other applicants. Explain the combinations of skills and experiences you offer and why these will be valuable to this company.

• **What salary do you expect and/or require?** To answer this question properly, you need to do research into the position and the company. You want to be able to give the employer a salary range that you are comfortable with and that matches the standard rate for this position in this industry. When stating your salary range, also adjust for the cost of living in the city of your choice. For additional help, refer to salary.com.

**Behavioral interview questions** are based on the premise that past behavior predicts future performance; therefore, you should assess your skills and abilities so that you are prepared to answer any questions that require thorough descriptions of your past. To answer these questions, identify the skills employers are most interested in and select examples that illustrate these skills. Examples can be drawn from your academic coursework, internships, volunteer work, and student activities. When answering these questions, your answers should be organized and illustrate your thought process. You may wish to use the STAR framework (Situation, Task, Action, Result) to help structure your answers. Detail your situation, your tasks, your actions, and your results, and then summarize your overall experience. Below are sample behavioral questions that you may be asked during your interview:

**Leadership**
- Tell me about a time when you went above and beyond what was expected of you.
- Describe the most significant leadership role you’ve held. What was your greatest challenge?
- Have you ever had an idea or a goal to achieve something that required action by other individuals beyond yourself? How did you find or mobilize the resources to make the idea or goal become real? How did you manage the unforeseen events along the way?

**Problem Solving/Analytical**
- Tell me about an assignment you worked on in which you had to amass a huge amount of data and then analyze it.
- Can you tell me about a situation where your analysis of a problem was deemed to be incorrect? What did you do next?

**Initiative**
- Tell me about a project that you persevered through after initially wanting to abandon it.
- Tell me about a time when you worked under deadline pressure.

**Communication**
- Describe a situation in which you had to convince others that your view, approach or ideas were right.
- What is your approach in meeting new people? Describe how you might typically behave in a business context versus a social context.

**Teamwork**
- Describe a situation when you needed to sacrifice your personal objectives for the team’s benefit.
- Describe a situation where the true teamwork was the only means of achieving the most effective results. What were the elements of the team dynamic and how did you contribute to the dynamic?
Industry-specific interview questions test your knowledge of and skills as related to the industry to which you are applying. This is your opportunity to reveal research you’ve done online and by talking with professionals.

**Academic**
- Tell me about your research and your plans for publication.
- What course, not currently in our catalogue, would you like to develop?
- Would you be comfortable teaching a course on __________?
- How do you structure your courses?

**Architecture**
- Name your favorite architects and what you admire about their work.
- Talk to me about your design philosophy.
- Are you LEED certified and/or do you have experience working on a LEED project?
- How do you feel your studio work relates to practical projects you might encounter here at our firm?

**Engineering**

**Biomedical Engineering**
- What is the mechanism of ELISA?
- How would you measure the permeability of a tissue engineered construct?

**Chemical Engineering**
- How do you go about mixing two unknown chemicals?
- What is unit operation?
- How would you separate water and benzene?

**Civil Engineering**
- In your opinion, what is the best design for building bridges?
- What are some of the different ways to lay a foundation?
- What is softsoil?

**Computer Engineering**
- What are data structures?
- What is the difference between recursion and iteration?

**Earth and Environmental Engineering**
- How much do you know about energy audits, and what are the differences for new and existing buildings?
- Name three major contributions made in the energy field this year? On climate change?

**Electrical Engineering**
- How are analog signals converted to digital signals?
- Explain the differences between a transistor and capacitor.

**Industrial Engineering**
- What is called DC in supply chain management?
- What is setup time, operation time?
- Why is statistics important in Industrial Engineering?

**Mechanical Engineering**
- Explain power technology.
- Explain Newton’s Laws.
- How is a factor of safety used in design?

**Finance**
- What was the closing number for the Dow Jones Industrials two days ago? (Sales and Trading specific)
- How do you value a company? (Investment Banking specific)
- Why sales and trading? Why not banking?
- If interest rates rise, what happens to bond prices and yields?
- Name three stocks/companies that you think are undervalued and why?
- Company XYZ released increased quarterly earnings yesterday, but their stock price still dropped, why?
- Is 15 a high P/E (price to earnings) ratio?
- What are some reasons that two companies would want to merge?

**Law**
- In what law specialization are you interested?
- Have you ever attended a court hearing or employment tribunal? What was the outcome?
- How do you respond under stress?
- In your view, what are the major problems/opportunities facing the legal industry?

**Marketing**
- If you were to introduce a new product into a foreign market, what are some of the factors you would need to study in that country?
- You need more shelf space in a store. How do you convince the store manager to give it to you?
- What are some of most effective ways social media is currently being used by people in the marketing field?
Publishing
• What made you interested in pursuing a career in publishing?
• What books have meant the most to you in your life (and why)?
• On a spectrum that has incredibly organized on one side and incredibly creative on the other, where would you place yourself?

Real Estate
• If you were preparing a memo for a real estate investment committee, what would you include?
• If you had $100 million, where would you invest your funds? Why?
• Two properties are across the street from each other in midtown Manhattan. The properties look exactly the same on the outside. Why might one be worth more than the other?

Startup
• If you could have invested in three startups 10 years ago, what would they be and why? How about 20 years ago?
• If you had $10 million dollars, how would you invest it in the startup space?
• How would you analyze whether a successful startup here in the United States has potential in a developing city?

Teaching (K-12)
• Was there a theorist, a researcher or a book about education that inspired your teaching philosophy? How?
• What is the ideal relationship between teachers and learners in the classroom?

Editorial
• What books/magazines/newspaper do you enjoy reading?
• Do you read any blogs on writing and editing? Which ones? What do you like about these?
• How would you handle sensitive writers who question every edit you make?
• Give an example of a time when you had to edit or write a piece under a strict deadline. How did you ensure that you met the deadline?

Museum/Arts
• What do you find important about preserving history through art?
• What tools do you believe are most effective in marketing your exhibitions?

TALKING ABOUT EMPLOYMENT GAPS DURING INTERVIEWS
As mentioned in the Resume Section of this Career Planning Guide (see page 23), many individuals have taken time out of the workforce during their careers for a wide range of reasons. You may be asked about these employment gaps during job interviews and thus will want to be prepared to answer such questions as “What have you been doing for the past three years?”

• The key is to come up with a response that you feel comfortable with, keeping in mind that you do not need to divulge too much information; here are a couple of examples:
  ° I was at home taking care of a sick family member/taking care of my young children.
  ° I was out of the workforce due to a health issue, which is now resolved.
• The most important aspect in this conversation is to emphasize that you are ready and excited to get back to work.
• If you volunteered, worked on projects, served in a professional association, took classes, or did anything else that was professionally related during your time out of work, be sure to highlight these experiences and the skills that you gained: My volunteer experiences during this time have been rewarding and have allowed me to hone my leadership and management skills.
• If you took time off to take care of family members, whether children or an adult, think of all the skills you used: multi-tasking, solving problems, managing time, handling stress, negotiating and mediating (especially with healthcare issues); you can point out these skills as well and how they will be useful in your new job.
At a Glance: Consulting Case Interviews

What is a case interview? A case interview is the analysis of a hypothesized business question. Unlike most other interview questions, it is an interactive process. Your interviewer will present you with a business problem and ask for your opinion on resolving it. Your job is to ask the interviewer logical questions that enable you to make detailed recommendations. In this context, the interviewer is attempting to assess your ability to synthesize the elements of the problem into a coherent and cohesive solution.

What do case interviews evaluate?

<table>
<thead>
<tr>
<th>How you approach a problem</th>
<th>How you engage with people</th>
<th>What you know about business</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Structured, logical thinking</td>
<td>• Ease of communication</td>
<td>• Business intuition</td>
</tr>
<tr>
<td>• Organization and detail orientation</td>
<td>• Confidence and poise</td>
<td>• A few, fundamental business concepts and frameworks</td>
</tr>
<tr>
<td>• Comfort with numbers</td>
<td>• Enthusiasm for problem-solving</td>
<td>-</td>
</tr>
</tbody>
</table>

What happens during a case interview? During the interview, you will likely be asked to answer at least one of three types of questions…

<table>
<thead>
<tr>
<th>Type</th>
<th>Sample Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brain Teaser</td>
<td>Why are manhole covers round?</td>
</tr>
<tr>
<td>Market Sizing</td>
<td>How many dry cleaners are there in NYC?</td>
</tr>
<tr>
<td>Business Case</td>
<td>Your client is one of the leading manufacturers of bathroom taps and fixtures. Recently it has noticed a decline in profits. Why are the profits declining? What can the client do?</td>
</tr>
</tbody>
</table>

How should I approach the case interview? Use RASCALS

<table>
<thead>
<tr>
<th>Repeat</th>
<th>Ask</th>
<th>Stop</th>
<th>Construct</th>
<th>Answer</th>
<th>Loosen Up</th>
<th>Summarize</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listen to the question</td>
<td>• As many clarifying questions as you can about the problem if you are discussing tires, think about tires. Get interested in tires. Show this through your questions</td>
<td>• Ask as many clarifying questions as you can about the problem if I take 30 seconds to step back and collect my thoughts?</td>
<td>• Ask your interviewer “Do you mind if I take 30 seconds to step back and collect my thoughts?”</td>
<td>• Structure your response, write it down</td>
<td>• RELAX</td>
<td>• Articulate your conclusion</td>
</tr>
<tr>
<td>• Rephrase what you hear</td>
<td>• Use this time to show enthusiasm. If the product you are discussing is tires, think about tires. Get interested in tires. Show this through your questions</td>
<td>• Use this time to show enthusiasm. If the product you are discussing is tires, think about tires. Get interested in tires. Show this through your questions</td>
<td>• Ask your interviewer “Do you mind if I take 30 seconds to step back and collect my thoughts?”</td>
<td>• Draw pictures</td>
<td>• RELAX</td>
<td>• Reiterate your main points</td>
</tr>
<tr>
<td>• Make sure you and the interviewer are on the same page about the question</td>
<td>• Make sure you and the interviewer are on the same page about the question</td>
<td>• Make sure you and the interviewer are on the same page about the question</td>
<td>• Structure your response, write it down</td>
<td>• Provide organization</td>
<td>• Show confidence in your answer</td>
<td>• Highlight the most important parts of the conversation (so the interviewer remembers!)</td>
</tr>
</tbody>
</table>

Illegal Interview Questions

United States, federal, state, and local laws regulate the questions a prospective employer can ask, including:

- What is your age?
- What are your religious beliefs?
- What is your ancestry, national origin, or birth place?
- What is your native language?
- Are you single, married, divorced, or widowed?
- Do you have any disabilities?
- Do you have a police record?
- What is your sexual orientation?
- Are your parents citizens?
- Do you have any children and/or are you planning on having more?

How to Handle Illegal Interview Questions

- Remember it is not illegal to answer an illegal question if you feel comfortable doing so. Conversely, you can respond by saying, “I do not feel that is relevant to the position or interview.”
- Examples if you choose to answer:
  - What is your national origin or place of birth? "I am authorized to work in the U.S."
  - Do you have any disabilities? "I have no issues that would keep me from effectively carrying out this job."

Legal Interview Questions: Be prepared to answer questions about your whether you are legally able to work in the U.S., whether you have ever been convicted of a crime, or if you have relatives who work for the company.

Good Questions to Ask

At the end of any interview, you will typically be given the opportunity to ask questions. This is a great chance for you to find out more information and demonstrate the research you have done on the organization or industry. Listed below are questions you might ask at the end of an interview.

Questions for Supervisors

- What are the ongoing or special departmental projects?
- What are the daily responsibilities of the position?
- What are company expectations for the position? What does the company or division hope that the employee will accomplish?

Questions for Peers

- What is a typical workday like for you?
- Have you seen opportunity for professional growth?
- What are the greatest challenges you face on the job?

Questions for Human Resources

- Is there a training orientation for new hires?
- What is the timetable for advising applicants of their status?
Non Face-to-Face Interviews

The Telephone Interview

A telephone interview is usually used to screen candidates to narrow down the pool of applicants who will be invited for face-to-face interviews. It can also be used for out-of-town candidates.

Prepare for a telephone interview the same way you would for an in-person interview:

- Do research on the company.
- Anticipate questions and practice answers.
- Conduct a telephone mock interview.

Special circumstances to make a telephone interview successful:

- Schedule an appointment for your telephone interview. If the call comes in by surprise, try your best not to answer questions on the spot but rather schedule an appointment so that you can be well-prepared.
- Make sure to confirm details of the appointment, with whom you will be speaking, and who will be initiating the call.
- Make sure that you receive the call in a quiet, comfortable, and private space where there will be no interruptions or background noise. If possible, use a land line rather than a cell phone. Make sure to turn off call waiting so that the call won’t be interrupted.
- When your phone rings, make sure that you answer and not a family member or a roommate and answer by stating your name: “Hello, this is ________.

Advantages of a telephone interview:

- You can refer to your resume and other preparatory notes that you’ve made. If you’re good at multi-tasking, you can have your computer open to the company website. However, don’t read your replies. Make sure that your tone is conversational. Another advantage of the telephone interview is that you don’t have to dress up. However, some candidates do prefer to dress up because it makes them feel more businesslike, serious, and focused. Do not smoke, chew gum, or eat during the interview but do have water handy.

Telephone Interview Etiquette

- At the outset of the interview, try to ascertain the caller’s name and title and address him or her as Mr. or Ms. Ask if you can be easily heard and adjust if need be. Put warmth into your voice and sound energetic and enthusiastic. Listen carefully to the questions and don’t interrupt. If you need the interviewer to repeat a question, just ask.
- Remember, the goal of a telephone interview is to set up a face-to-face interview. As the interview winds down, try to suggest a follow-up in person meeting to further discuss your qualifications. Make sure that you follow up with a thank-you note by regular mail or email. Even though the interview was conducted by telephone, you should still express your thanks in writing.
The Webcam Interview (Skype, Facetime, iChat)

This type of interview has become increasingly popular with the improvement of video conferencing technology. It enables companies to interview candidates over great distances and it saves time and reduces travel and hotel costs. It is better than phone interviews in that the interviewer can see the candidates clothing, body language, and facial expressions.

Necessary Equipment

- In terms of equipment, you need a webcam, microphone, and video chat software. A fast, reliable internet connection is essential in order to avoid fuzzy transmissions and dropped calls. It is probably a good idea to get online at least 15 minutes early in the event of any unexpected technical glitches that need to be addressed.

Placing Yourself and the Webcam

- The webcam should be placed at eye level. The camera should be showing your head and the upper part of your torso. Dress as you would for an in-person interview, but black clothing usually shows up best on camera. Don’t sit head-on to the computer screen because your image may look like a mugshot. Instead, angle your knees to the corner of the computer screen and then turn your head slightly back to look at the camera. Don’t lean forward. It’s okay to look at the screen when the interviewer is talking but make sure to look at the webcam when you are talking in order to simulate direct eye contact. Some experts say that it can be helpful to place a photograph behind or around the webcam.
- Remember that the interviewer will be seeing not only you, but the background as well. You don’t want to show the interviewer a messy room or office.
- Lighting is very important. You need to make sure that your face is lit and that there is no bright light behind you. Experiment in order to find the most flattering lighting and seating position. Make sure that there will not be any background noise such as a barking dog and absolutely no interruptions.

When the interview starts, it’s okay to acknowledge that this is an unusual situation. Then follow all the same protocols as if it was an in person interview. Since the webcam interview is new to many job candidates, it would be an excellent idea to do a practice Skype interview.
The Second Interview

Congratulations—you made it through your first-round interview! At this point, the employer is seriously considering hiring you for the position. However, while your confidence should be up, you still have work to do.

To secure an offer, you want to build on your previous performance and demonstrate why you are the best candidate for the job. The second interview is crucial in determining your fit with the organization, as well as your particular skills and knowledge. Employers are looking to see which candidate has the best ability to get the job done and to work effectively on a team. Employers will evaluate your interaction with others, your job-related abilities, your company and industry knowledge, and your enthusiasm.

What to Expect

During second-round interviews, you usually meet with several individuals. Typically, you meet one-on-one with employers in back-to-back appointments; however, you may meet with several people in a group-interview setting. Expect to meet with a range of co-workers, peers, and superiors. Keep in mind that these are the individuals with whom you will work on a daily basis. Therefore, as you proceed through the interview process, evaluate not only your own performance but also what kind of impression they make on you. For example, would you like to work in this type of environment with these supervisors and colleagues? If not, why not?

Questions posed during the second-round interview are often more specific and focus more on the particulars of the job and your understanding of the organization and industry. Therefore, research the technical aspects of the job and anticipate questions posed in industry jargon. Additionally, behavioral questions are common during a second interview.

Lastly, your interview may extend into social gatherings, receptions, or dinners. Be sure to maintain your professional behavior in these settings. Exhibit comfort and always remember that your actions in these situations are evaluated with respect to hiring.

How to Prepare

The second interview is the opportunity to let your research pay off. Employers are looking to see competence and compatibility. Review your resume once again and focus on discussing your internships and other related work experience in more detail. Think about what you have learned, the skills you have developed along the way, and how they relate to this particular employer.

Knowledge about the organization is essential when demonstrating your interest in the job. Why do you want to work for this company and not for their competitors? Try to identify and speak with people in the organization (through CCE, alumni, peers, faculty, and family) to gain knowledge about the organization. By speaking to current and former employees, you will show that you have done your homework and have found out what makes the company unique. When you research the company and speak with contacts, seek out information on any recent events affecting the company and industry (e.g., mergers, management changes) as well as the organizational structure and culture. In addition to the organization’s website, conduct research using online search tools like Google or Bing to learn about the most current events that involve the organization. As well, use social media such as LinkedIn to cross reference the organization and identify alumni who work there that may be able to offer their perspective on the organization.

Before you head out the door, make sure you have:

- The complete contact information for your principal contact within the organization, including his/her title, address, and phone number.
- All travel details including dates, times, locations, and phone numbers.
- Any documentation you need such as plane/train tickets and extra resumes.
- A map of where you are going.
- A schedule for the day’s or weekend’s events.
- A list of professional references (please refer to the “References” tipsheet on the CCE website for additional information).
- For those who participate in On-Campus Recruiting, please keep in mind that second-round interviews are typically not held at CCE but rather at the company offices.
After the Interview

Send a thank-you note to every person you met. Although writing individual notes or emails is time consuming, it is important to write a different letter to each interviewer, highlighting, if possible, a subject you discussed during the interview, in order to emphasize why you appreciated the opportunity to interview with the company. See page 45 for an overview of thank-you notes.

Find out the next steps in the hiring process. For example, determine whether third-round interviews will be held or if decisions will be made immediately.

If you receive a job offer on the spot, which is uncommon but not impossible, it is appropriate to thank the employer and to tell them that you need more time to consider the opportunity. Ask about the company’s deadlines and when the company needs your answer.

Negotiating/Accepting/Declining

The degree to which salary is negotiable typically depends on your perceived value, job responsibilities, the manager, the organization, and the industry. In today’s uncertain business climate, the likelihood of negotiating offers is not always clear. Considering the following factors, however, will help you approach the negotiation process.

Negotiating Offers

Factors to Consider

It is important to consider all facets of a job offer to decide if it is right for you. Be cautious about evaluating an offer solely on its salary or the prestige of the organization. Ask yourself how this position fits into your long-term goals.

The Organization

- Type and size of business
- Financial condition, stability, and future
- Location(s)
- Philosophy, value system, and mission
- Company or organization reputation

Your Job

- Typical daily routine
- Typical work hours; anticipated overtime
- Room for advancement and professional development opportunities
- Supervisor, co-workers, and colleagues
- Required and desired skills
- Size of department
- Travel

Benefits

- Salary, signing bonus, or other perks
- Relocation budget
- Vacation time (i.e., paid time off)
- Savings plan (e.g., 401K or 403B)
- Health benefits (e.g., medical, dental, and vision)
- Tuition reimbursement (for self and family)
- Pension or retirement plan
- Vesting time (i.e., when a company’s contributions fully belong to you)
- Commuting expenses
- Pre-tax options (e.g., commuting, childcare, etc.)

The Art of Negotiating

When an offer is made, do not feel that you must give the employer a final answer immediately, but do acknowledge the offer. Let the employer know you are very interested, and ask when a decision is needed. Be sure that you have all the details: job description, salary, benefits, start date, etc. There is no standard amount of time that an organization is required to give you to make a decision. Some will allow a few weeks or more while others will require an answer within a day or two (Note: if you are a student participating in On-Campus Recruiting, please refer to Policies and Procedures on pages 85 regarding time allowed). Receiving an offer can be very exciting. Make sure you do not accept or commit to the position verbally until you fully plan to accept that offer. A verbal acceptance will be considered a commitment to that employer.
If you are interested in the position but are not satisfied with one or more aspects of it, you may choose to negotiate. Contact the person hiring you, reiterate your interest in the position, and explain your desire to negotiate. Be prepared to discuss your reasoning on the spot, or schedule a time to speak or meet, depending on your contact’s schedule.

Before your phone call or scheduled meeting, conduct industry research to gauge the components of competitive offers. Be sure that you have gathered accurate salary information. Know what the range is for the type and level of position, organization, and industry. Be sure your bottom line is in this range. This information is available from a variety of resources including industry books, printed salary surveys, online salary surveys, and informational interviews.

Not all companies will be willing to negotiate, but it is worth discussing options before accepting a position. Be prepared to compromise if necessary or to turn down the offer if the employer cannot meet your expectations. When negotiations are complete, be sure to get the final offer, with all details, in writing.

Make an appointment with a career counselor if you would like assistance with this process.

Ethics of Negotiating

You should only negotiate with an employer whose offer you plan to accept if the negotiation goes well. It is unethical to negotiate with an employer whose offer you have no intention of accepting even if your preferred terms are met. If you reach an acceptable compromise, it is assumed that you will accept the position.

Once you have accepted an offer, it is unethical to continue interviewing with other employers. If you are interviewing with other organizations, contact them to let them know that you have accepted an offer and are withdrawing from their process.

Giving Notice

If you are currently employed, you will need to give notice to your current employer when you accept a new offer. Two weeks is standard. Some companies may not want you to stay that long once you have given notice; however, others may allow or prefer a longer transition of three or four weeks. It is in your best interest to follow your employer’s standards, allowing you to leave on a positive note. Spend your remaining time wrapping up projects, transitioning your work, and generally making your exit as smooth as possible.

Additional Resources

- Salary.com
- Quintcareers.com
- Midcareer.monster.com
- Jobstar.org
- Collegegrad.com
- Wall Street Journal - Careers

Accepting and Declining Offers

Congratulations! You have reached the point in your job search process in which you have received an offer, perhaps even several. It is important to remember that the job search is not yet over. To see this process to completion, it is recommended that you correspond with every employer who has made you an offer or still considers you a candidate to let them know of your decision.

Accepting a Job Offer

The following are steps to follow when accepting a job offer:

- Take the time you need to carefully consider the offer. Remember that once you accept the offer either verbally or in writing, you have made a binding commitment.
- Once you have decided to accept a job offer, immediately confirm your acceptance in writing.
- In your letter, state the agreed upon salary, and outline the terms of your employment.
- Confirm the date you will be reporting to work, and ask any questions you may have.
• Close the letter with an expression of your appreciation at joining the organization.
• Notify all other organizations with which you have been interviewing that you have accepted another offer and will be withdrawing from their consideration. It is unethical to continue to interview for other positions after you have committed to an employer either verbally or in writing.

Declining a Job Offer

The following are steps to follow when declining a job offer:

• Once you have verbally accepted and/or signed a formal contract with an employer accepting a job offer, write all other organizations/companies that have made offers, and inform them of your decision.
• Be sure not to burn any bridges—at a future date you may have to work with the organizations professionally, or you may want to contact them again about employment.
• Be positive when declining an offer.
• If appropriate, advise the employer where you will be going to work or where you have enrolled if you are continuing your education.
• You need not indicate why you have accepted the other position or what the starting salary is.
• Always express your appreciation for any offers extended and for the interest and confidence the employer has shown.
• There is a difference between declining an offer received and retracting a previous offer acceptance (or reneging); you may decline an offer of employment you have not yet accepted. Once you have accepted an offer (either verbally or in writing) you have made a commitment to that employer. Retracting your previous acceptance is considered very unprofessional and should be avoided at all costs.

The professionalism you exhibit during the negotiation and acceptance process is an indicator to your future co-workers about your ethics and conduct. Refer to page 85 for more information on managing this process.

Academic Interviews

When a search committee is impressed with the credentials elaborated in your cover letter, CV, and dossier, you may be invited for an interview. The interview is the most personal part of the job search process and will have a large impact on your success as a candidate. It is an opportunity to demonstrate how you will interact with faculty, administration, and students at the institution. Although there are commonalities across disciplines for interviewing in general, there are also differences in the type of preparation and research you must know for your specific field (whether in the sciences, humanities, or social sciences). Therefore, it is imperative that you always check with your individual advisor and department for guidance regarding this preparation process. To improve your general interviewing skills, utilize CCE’s interview tipsheets, refer to books and online resources on academic interviewing, and/or meet with a CCE counselor or a faculty member for a mock interview.

Throughout your academic job search, you may find that the interviewing process differs from institution to institution: some interview very early and quickly; for others the process may entail multiple rounds over a longer period of time. The academic market has been highly competitive for many years, and interviewing effectively will help you demonstrate why you are the best fit for a given position.

How Academic Interviews Compare to Industry Interviews

An academic interview is different from an industry interview primarily in the structure and format of the questions asked. Whereas industry interviews often include questions to determine your relevant traits and characteristics (e.g., “Tell me about a time when you led a team”), the academic interview is more directly focused on your research, teaching, and evidence of scholarship. In general, at the start of the interview you will be asked to describe your research—both your current work and what you plan to focus on in the future. You may be asked to present your research to a group of faculty and, possibly, students. This “job talk” may take many forms, varying in length and content, and must be tailored to the given audience. At a first-round screening or phone interview, you may be asked to briefly describe your dissertation in two minutes; while at an on-campus interview you may be asked to speak in greater detail for
as long as 30 or 60 minutes. Depending on the institution, you may also be asked about your teaching experience and your ability to teach specific classes at the institution. If interviewing for a small teaching college, greater emphasis will likely be placed on your teaching than on your research. You may be asked to teach a class.

Similar to an industry interview, preparation is of paramount importance. You must research the institution and specific department and prove that you are the right fit for that position. One of the main goals of the interview is to determine your collegiality—how you will fit into the department and with the rest of the faculty. You will likely be asked what you can contribute to a department just as you would at an industry interview.

Types of Academic Interviews

1. Conference Interview: This is an initial screening interview that lasts from 10 to 30 or even 60 minutes, undertaken by the search committee members—typically at a national disciplinary conference. As an interviewee, you should be prepared for a panel style interview and try to ascertain ahead of time who will be interviewing you. This interview is challenging because you must distinguish yourself as a very strong candidate in a short period of time. The search committee may or may not have reviewed your materials thoroughly at the time of your interview. Be certain to bring extra copies of CVs, teaching statements, and any other needed materials. These interviews are often held in hotel rooms or other public areas, so maintaining concentration can be a challenge. Try to focus on the questions at hand and engage your interviewers.

2. Phone/Skype Interview: An alternative to the conference interview, this screening interview is undertaken if the institution will not be attending the conference, or if it is during a time of year when there are no conferences scheduled. Phone interviews are challenging because you cannot easily assess your interviewers’ response to your answers, nor can you use facial expressions and gestures to communicate your energy and enthusiasm. Skype interviews can also be awkward because it is difficult to maintain eye contact with all of the interviewers. Be certain to speak clearly and use tone and volume appropriately to convey your passion for your work and your interest in the opportunity. There may be long periods of silence (during which they are probably taking notes). Maintain your confidence, end your answers with finality, and wait for your interviewers to continue the questioning. Do not go on at length to fill the dead air.

3. Campus Interview: If you have been invited to a campus interview, you have made their “short list” of candidates (usually departments only invite two to three people to campus following the screening interview and materials review). This interview is usually an all-day or multi-day process that can be quite stressful, so preparation is essential.

How to Prepare for a Campus Interview

• **Research the institution:** It is critical that you are able to market yourself to the needs and characteristics of that particular institution. Be prepared to be specific about how you might enhance any one of the department’s programs or initiatives.

• **Regularly read The Chronicle of Higher Education and publications from professional associations within your field:** Particularly if you meet with administrators (e.g., Deans, Provosts), you may be asked to comment on topical developments and general trends in higher education. This is also a great opportunity to discuss the importance of your subject matter and your field as it relates to current events and trends within higher education. You will, of course, want to know discipline-specific information thoroughly when meeting with the department and faculty in your field.

• **What to expect:** Your interview will start the moment someone picks you up from the airport or meets you on campus, and it continues through a social breakfast, individual meetings with most or all of the departmental faculty members, lunch, potential individual or group meetings with graduate students, your job talk, or other presentation, an interview with the Chair and/or the Dean of the School, dinner, and possibly cocktails (keep moderation in mind). This rigorous schedule can occupy either one full day or be spread over two days. This said, the atmosphere of the campus interview is usually pleasant and collegial. Keep in mind that you are being evaluated at all times, so maintain your professionalism even in social situations.
• **Prepare your job talk:** Your presentation is likely to be the most important part of the interview. Before you prepare your talk, ascertain the department’s needs, find out who your audience will be, how long they expect you to talk, and whether they want you to give a formal paper or an informal seminar on your research. How you handle questions will be closely evaluated. Be prepared to talk about your research often and in detailed different constituencies of the department and university (i.e., be comfortable discussing your research to audiences with differing levels of familiarity with your subfield or research topic). Practice delivering your job talk beforehand—ideally to a group of professors and graduate students in your department.

• **Teaching:** Be ready to specifically discuss your teaching experience and teaching philosophy. It is ideal to prepare specifics on how you would teach at least three undergraduate courses and one graduate seminar (e.g., have prepared syllabi). Most of these should be classes you know they expect you to teach. One course should be unique to your strengths and research that other candidates would not be able to offer. Some campus interviews include a sample lecture instead of or in addition to a job talk. Find out if this will be presented to an actual class or to a group of faculty. You may be asked to teach a class as part of your interview process.

### General Academic Interviewing Tips

- Mock interviewing within your department: Ask several faculty members to interview you as if it were a conference interview and then give you feedback.
- CCE offers mock interviews with feedback. Utilize CCE for practice on presenting your dissertation research to those both familiar and unfamiliar with your specific field. We can also video tape the interview for you to review later.
- Remember that the interviewers are interested in who you are as a scholar, teacher, and colleague, so be able to convey all three dimensions through highlighting the following:
  - The trajectory of your work and specific ideas for future projects
  - Published conference paper(s), article(s), and/or chapter(s)
  - Grant(s) awarded (and have ideas for how you will obtain future funding, particularly if you are in the sciences)
  - Syllabi prepared for course(s) specific to the needs of the department and student workload expected from that institution. You may also be asked what texts you would use to teach a given course, so be prepared to discuss this issue.
- Keep in mind that the interview is a dialogue. Show interest in and the ability to intelligently discuss the faculties’ lines of research, current projects, etc.
- The best interviews result in the department concluding that you represent a significant intellectual resource, a collegial addition to their staff, and a good fit for the department.
- Address everyone in the room (i.e., do not focus all of your attention on one person).
- Always send a thank-you note to your interviewers at each stage of this process.
- Keep in mind the kinds of equipment/facilities that you will require for your research and be certain that you know the specifics about usage and time (e.g., animal facilities).

*Employers and students meeting at the Fall Career Fair (Hahn Chang)*
What Is Networking?

Networking is the process of making connections and building relationships that provide you with information, advice, and further contacts, all of which will enhance your ability to make informed career decisions and tap into unadvertised internship/job vacancies. These relationships have the potential to be mutually beneficial, especially in the long term. Networking can take place in a group or one-on-one setting.

The most important thing to remember as you start to network is to be genuinely curious about the person, and to approach it as a way to learn and get advice from a more experienced professional. Always make sure to express appreciation to those who are helping you, whether for a quick conversation, an introduction to a new contact, or referral for a job.

CCE offers networking tutorials, receptions, alumni panels, career fairs, employer information sessions, site visits, online tipsheets, and networking preparation workshops throughout the year. Other ways to build or expand your network include joining a student club or professional association, volunteering, and talking to professors, family members and friends about who they might know in your fields of interest.

...The most important thing that I have learned is that a huge part of being successful, and more importantly, enriching your life, is fostering relationships with good people.

– Samantha Seto
CU In Program Participant

What Is Informational Interviewing?

Informational interviewing is gathering career information by asking questions of people working in industries, organizations, and positions of interest to you in brief meetings that you initiate.

Informational Interviewing Includes the Following:

- Approaching and contacting people you know or want to meet to gather information about career paths, industries, organizations, and/or potential opportunities.
- Building relationships with individuals who can help the progress of your career exploration, decision making, and job/internship search.
- Asking individuals with whom you initially connect for additional relevant contacts in order to expand your network.

Why Does Networking and Informational Interviewing Work?

Networking and informational interviewing work because they are driven by your initiative and give you an opportunity to show your genuine interest in an industry. Although there are many ways to find information about careers, jobs, and internships, speaking with people in your field of interest provides you with opportunities to engage in substantive dialogue. Networking and informational interviewing put you in touch with individuals who can give you “insider information” on an industry or organizational culture, required skills, possible openings, and more. Additionally, people generally like to help other people, and give back, as someone most likely helped them get to where they are today too. Informational interviewing lets people share expertise that they have built up over a number of years, which is usually a very positive experience for both parties.
Finding People to Connect With

You’re not calling to ask them for jobs, you’re calling to gain a better insight to what you’re trying to do. My goal was not to ask for an interview, but it was to gain a better insight into the world of commercial real estate. However, when he offered to bring me in for an interview it was certainly a big bonus.

– James Jelinek, SEAS 2013

Your Current Contacts

First, consider all the people you know and the people they might know as part of your existing network. Your immediate network can include:

- Relatives
- Friends
- Parents’ friends
- Friends’ parents
- Professors, former teachers, and advisers
- Neighbors
- Current and former employers
- Classmates and club/organization members
- Alumni

There are a number of ways you can ask for support from those who already know you. Even if your direct contacts do not work directly in the field you want to pursue, you never know who they might know or how they might be able to help. Do talk with or email people in your own network about your career interests, and always ask whether they might know someone doing this type of work that you could reach out to for career advice. Remember, you’re only asking for introductions to new people, not a job! As long as you go about the process respectfully and professionally, this can be one of the best ways to get connected to people doing things you find interesting. Your contacts might be willing to connect you via email or even reach out on your behalf to get a conversation going with someone they know in your field of interest. Remember, if you’re being referred, the person who is referring you has put their own reputation on the line. Make sure you prepare, follow through on all referrals given to you, and take the process seriously.

Columbia Alumni

Alumni can often be very helpful contacts for current students and other alumni. Many alumni feel a strong association with their alma mater and would be happy to speak with you for advice. You can reach out to an alum for an informational interview, or meet one at a special event.

Tips for finding alumni:

- Create a profile on LinkedIn (see pages 73 and 74). You can also join groups like Columbia Career Connections (CCC), Columbia Alumni Association, and IvyLife and search the alumni portal at linkedin.com/alumni. When you’re a member of a group, you can reach out directly to group members to request an informational interview or ask a question (see page 72).
- In addition to student groups and other departments on campus, CCE hosts events and panels throughout the year to connect you directly with alumni. Check out CCE’s “Connect with Alumni” webpage and Calendar of Events. Join student groups in your areas of interest to stay informed of events and resources they offer for connecting with alumni. Also regularly check the University-wide calendar of events.
- Some schools and departments within the University have additional resources for connecting with their specific alumni. For instance, the Mechanical Engineering department has a database of alumni who are willing to speak with current students for advice. Check websites and speak to departmental contacts for more information.
- Alumni often attend employer information sessions and career fairs on campus to represent their current companies. This is a great chance to make a first connection.
- CCE’s programs—like STEP, CEO, CEE, CCASSIP, and CUIn—offer participants direct connections to alumni mentors. See CCE’s web site under “Find a Job or Internship” to learn more.
- If you are an alum, you can use the University-wide alumni directory through the Alumni Association website.
Additional Techniques

You can make contact with individuals who you are interested in meeting, but to whom you might not have a direct connection. Do you want to break into the production of TV documentaries? Note the names of editors and researchers shown at the end of your favorite documentaries. After seeing if there are any connections through your own immediate network or Columbia network, email them directly, try contacting them through their production companies, or send a message through Twitter.

LinkedIn Groups

Outside of Columbia-focused groups, there are thousands of groups on LinkedIn bringing together professionals in various industries. Not sure which ones to join? Start by doing a broad key word search under groups, and also looking up people that work at places you find interesting, to see what groups they’re part of. If you’re part of the same group as someone you want to outreach to, you can message them directly.

MentorNet

Columbia University is a member of the award-winning e-mentoring network, MentorNet (mentornet.net), for students interested in engineering, science, mathematics, and technology. This resource connects students to professionals in industry, government, and higher education.

Professional Associations (Columbia and External Chapters) and Student Clubs

There is a professional association for almost every career field. Student (often discounted) and professional membership benefits include opportunities to participate in conferences and networking events; access to the latest industry information, job boards, membership databases, and listservs. Some professional associations have a student chapter on campus, like the Society of Hispanic Engineers or Society of Women Engineers. Other types of Columbia pre-professional student clubs also provide information and opportunities to engage with professionals in the targeted field through site visits, panel presentations, networking events, and conferences. A list of professional associations (Columbia Chapters) and student clubs is available at columbia.edu/students/org_gov_az.html. The American Society of Association Executives (ASAE) offers an online “Gateway to Associations Directory” which takes you directly to many of the associations currently operating nationally and internationally.

Meetup.com

Meetup.com is the world’s largest network of local groups. The site makes it easy for anyone to organize a local group or find one of the thousands already meeting up face-to-face. More than 9,000 groups get together in local communities each day, each one with the goal of improving themselves or their communities. Search Career and Business Meetups for events of interest to you in your area.

Volunteering

Volunteering on or off campus is a great way to build your experience and your network. Volunteering typically brings together groups of people from all different backgrounds, fields, and experiences, so your network grows while you give back. One way you can find opportunities on campus is by connecting to Columbia Community Impact. More than 950 Community Impact volunteers operate 25 programs serving more than 8,000 people each year. Off campus, New York Cares, NYC.gov (search Health and Human Services and see the Volunteer link), or Idealist.org can help to connect you to opportunities.
Getting Started and Preparing for Informational Interviewing

An informational interview is a 20–30 minute meeting, either in person (ideally) or by phone, where you have the opportunity to ask well-researched questions and start to build a relationship with a new contact. Because the primary purpose of informational interviewing is to gather information, you should never approach this activity as “getting a job” but rather as career research. Research leads to information, which leads to hearing about vacancies.

- Develop a strategy before you begin to network. Start with a clear idea of your industry or career areas of interest. Identify the type of information you wish to obtain, and the best people to obtain it from.
- Create a list of potential contacts and an organized way of tracking communication with them. To expand your list of potential contacts, follow blogs and Twitter feeds, join professional associations, listservs, and online groups through LinkedIn and MentorNet.
- Approach contacts—either in person, via email, or phone—for informational interviews. See guidelines below and sample outreach on page 79.
- Do not take it personally if people cannot or do not help you. If you do not hear back right away, do not “harass” the contact. If two weeks pass from your initial contact with no response, you can follow up on your request via email or phone.
- Be confident! Networking and informational interviewing are respected means of career exploration and the search for opportunities. It is likely that your contact has networked in the past and will applaud your initiative.

Sample Request for an Informational Interview

Your initial email should be brief and contain the following information:

- How you found him/her (alumni network, referral, online research, etc.).
- Your school, area of study, and expected year of graduation.
- Your current status (career exploration, industry research, job search, etc.).
- What you are asking them for (information about their organization, industry tips, job search techniques, etc.).
- How you would like to gain that information (an in-person informational interview, a phone meeting—at their convenience).
- How and when you will follow up (allow two weeks before doing so).

Prepping for, Conducting, and Following up on the Informational Interview

- Know as much as you can about the industry and organization before your informational interview. This is an opportunity to ask questions you cannot answer online and to show interest through your research.
- Know as much as you can about your contact and his/her position in the organization before the interaction takes place. Google the contact and check his/her profile on LinkedIn.
- Be prepared to talk about yourself with a brief introduction that shares your educational information, key involvements/experiences on- and off-campus, and career areas of interest. See our online tipsheet on developing a 30-second introduction.
- Before the meeting, devise a list of 8–10 questions and prioritize them, knowing you might only get to a few.
- Dress neatly/professionally (appropriate for industry) and bring along extra copies of your resume, in case it comes up in conversation. Asking for feedback on your resume is an appropriate part of an interaction. You can also offer to send along a copy of your resume prior to the meeting.
- Know where you’re going, and arrive 10 minutes early to the meeting.
- Always ask your contact if he/she can recommend other individuals with whom to speak before ending the interview. If the individual puts you in touch with other people, and you have a successful exchange, be sure to let the original contact know.
- Always ask if there’s anything you can do for the contact.
- Send a thank-you note after every exchange (see page 46 for an example), and maintain the relationship by initiating contact every few months to report progress, or to share information in which they might be interested (e.g., an article or upcoming event). Make the development of a relationship, rather than getting a job, your primary goal.
Sample Questions for Networking

When networking or informational interviewing, ask open-ended questions that encourage description and dialogue as opposed to closed questions, which can be met with a one-word answer or, for example, “Tell me about your current position” is a better question than “Do you enjoy your current job?”

Tasks and Responsibilities

- Please tell me about your work.
- Describe a typical work day.
- What aspect of your job do you find most challenging/rewarding?
- Do you more often work individually or as part of a team?
- Can you describe the typical work/life balance in this field?

Preparation for Career Path

- What do you think is the best educational preparation for this profession?
- How did you become interested in and experienced in this field?
- What are the qualifications you look for in a new hire?
- What else should I know to make an informed decision about choosing a career in this field?
- Is there anything you wished you knew before entering this field? If you were not working in this field, what else might you be doing?
- Do you have any recommendations for other people I should speak with in the field to learn more? May I use your name when reaching out to him or her?

Industry Knowledge

- I read ______ every week. What else would you recommend to help me keep informed of developments in this sector?
- Is the advice you have passed on to me regarding ______ typical of the industry in general, or your particular organization?
- Are there any professional associations that you are part of or suggest I join?
- Where do you see this industry going in the next 5 years? 10 years?

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I find as I move through my career that what has in many ways been most valuable are the personal and professional contacts I’ve managed to amass along the way. I’ve heard about countless opportunities through these informal channels and I encourage my students to keep their ears perked for them, and to be on their best behavior since they’ll never know where that person will be down the line!

– Nina Tandon, GSAS 2009

LinkedIn

LinkedIn is a tool for researching career fields and companies, building and engaging with a professional network, and finding opportunities. Here, we focus on using LinkedIn as a research tool and to connect with Columbia alumni and other professionals. First, use the checklist and sample on the following pages to develop your profile. Attend a LinkedIn Lab/LinkedIn Power Half Hour (see CCE calendar), set up a meeting to have your profile reviewed, or view a LinkedIn webinar on our website’s multimedia page to learn more.

Research

- Identify potential employers through the Companies tab by searching for organizations in specific industries, geographic locations, or other criteria. This will generate a list of companies meeting your specifications and will also indicate whether anyone in your network is connected to that organization, or if the company currently has any job postings.
• Use the alumni portal (LinkedIn.com/alumni) to find alumni in various industries, companies, or cities, and view their profiles to learn about their career paths.

Connect

• Start by connecting with people in your immediate network: friends, family, classmates, professors, supervisors, and colleagues. Then, use the Advanced Search tool to find professionals in career fields or companies of interest to you—results will be sorted in order of closest connection. If you have a connection in common with an individual, he/she will appear at the top of your list. Use the “get introduced” tool to request that your connection introduce you to the professional with which you wish to engage. You might want to reach out to that person for an informational interview—we will share more about this process next.

• Join groups for your academic departments, industries of interest, alumni affiliations, or personal interests. Columbia-specific alumni groups include Columbia Alumni Association Network and Columbia Career Connections. Once you join a group you will have access to its membership list, which allows you to search for alumni and professionals in your career fields, target companies, or location. You can then send messages to members of that group, so try reaching out to request an informational interview. If you are knowledgeable in the group’s subject matter, you can post questions or responses to discussion items. You may also wish to post a request for career advice, but be specific about what you’re looking for. For instance, an alumna recently posted the following: “Do you know anyone who works for an international or US-based NGO in the field of disaster response/emergency preparedness? I’m changing careers and would like to do an informational interview. Thanks!” Multiple alumni responded with referrals. Note that this individual wasn’t asking for a job—she was just asking for an introduction.

Request Informational Interviews

• Once you’re comfortable using the Advanced Search tool and alumni portal (LinkedIn.com/alumni) to identify professionals and alumni and have reviewed their profiles, try reaching out to set up informational interviews. As discussed in the previous section, informational interviews are a great way to learn more about a company or industry and about the experiences and skills that are necessary to succeed in a field. Start by reviewing pages 67–71 to understand the informational interviewing process and etiquette. When viewing the profile of a person you’d like to speak with, you can click the “connect” button and write your request in the space provided. You can view a sample request for an informational interview on page 79, but keep in mind that when sending a connection request you are limited to 299 characters (with spaces), so your message will likely need to be much shorter. For example, you might say something like:

“Dear Mr. Coleman, I am a senior urban studies major at Columbia and am interested in working in international development. I would love to learn more about your career path and experience with the Council on Foreign Relations. Would you be willing to talk on the phone or in person?”

Not everyone will respond to your requests, but the ones who do will likely be very happy to help you and provide advice, referrals, or other contacts.

TIP: Never use the standard connection request, always personalize your messages to those you wish to connect with. Try sharing why you’d like to connect, or reminding them of how you met if they’re not close connections.
LinkedIn Profile Development Checklist

LinkedIn is an effective tool to network with others virtually. In order to allow employers, recruiters, and others to find you, you need a profile that stands out and will entice professionals to contact you once they view your profile. Use this checklist as a guide to optimize your visibility and showcase your best work.

Benefits

- 92% of employers use social networks and social media to support their recruitment efforts, and 86% research candidates before or after an interview according to Jobvite’s 2012 Social Recruiting Survey Results, recruiting.jobvite.com/resources/social-recruiting-reports-and-trends/
- Allows for a passive job search and enhances Search Engine Optimization (SEO)
- Supports your traditional job search documents; shares professional information beyond your resume
- Expands your network beyond first degree connections and who you know

Photo*

- Should be professional and focused close up on your face

Headline

- The default setting is your most recent job title; edit the headline to reflect a brand statement that will attract attention

Recommendations

- Ideal to have 1-2 recommendations for each of your most recent work/project experiences
- When requesting a recommendation, your recommender must be a LinkedIn member
- Customize the recommendation request to share why you are looking for a recommendation and what you would specifically like them to highlight; this will help each recommendation to cover different aspects of your skills and qualifications

Connections

- In general, connections should only be made with people who you have a personal or professional relationship with; ideally, you would be able to recommend each other for networking or job opportunities
- Always customize connection requests; this adds a personal touch and will remind the person who you are
- Begin by connecting with family and friends; the more 1st degree connections you have, the more helpful your 2nd degree connections will be
- Connect with classmates and professors, as well as with employers and colleagues at internships and jobs
- Continue to maintain your LinkedIn connections and add new ones as you meet people at networking events, future jobs, etc.

Websites

- Now located in “Contact Information” under your photo and headline; great place to link to blogs and other websites
- Choose “Other” as the website type, and then specify the title of the website such as “John Smith Twitter Account”
- You may want to also include important websites in the Summary section, which will be more immediately visible

Public Profile URL

- Edit the Public Profile URL to your name; add your LinkedIn URL to your resume, business cards, and email signature

Summary*

- Create a professional summary written in the first person, focusing on answering three main questions: (1) Who are you professionally? (2) What do you do or want to do? (3) Why are you unique? What are your skills and specialties?
- Include your contact information (e.g., email address), which makes it easier for people to get in touch with you (note that this can also be listed in the Additional Information section)
- Be sure to include keywords for your industry; review job descriptions and other professionals’ profiles, as well as the Skills tool, to get more ideas on which keywords to use
- This section is extremely important for SEO
- You may add any presentations, documents, projects, or videos to this section as well*

Experience

- Post your current position as well as at least two past jobs, internships, and/or volunteer
opportunities (note that volunteer experiences could instead also be listed in a separate “Volunteering & Causes” section)

- Under each position, list the bullet points from your resume; you can also add a few additional points if you’d like
- Use bullet points for easy scanning and start your bullets with action verbs, just as you would on a resume; see pages 20 and 21 for a list of strong verbs to get you started
- Note that you can now post presentation materials, writing samples, videos, and other industry-related materials to highlight the work you completed at each job*

Education*

- Include all education as well as honors, awards, activities, significant projects, relevant courses, and/or other highlights
- Note that you can receive recommendations from professors, which would be connected to this section
- You can also add a link to videos, images, documents, or presentations to showcase any school-related work and projects*

Skills & Expertise*

- Use this tool to identify pertinent skills for your industry, find professionals in your field, and find groups and companies in your industry
- Add up to 50 skills to your profile (you need at least five to complete your profile); this is another important section for SEO
- As your network endorses your skills, be sure to return the favor (if appropriate)

Groups & Associations

- Join up to 50 professional and social groups to highlight your interests and help you to expand your network
- Check out the more than 300 groups affiliated with Columbia University; a couple of examples include Columbia Career Connections and Columbia Alumni Association Network
- Other helpful groups include Professional Associations, such as the National Association of Mechanical Engineers and Professional Writers

Additional Information

Interests

- Include your interests, both professional and personal; professional interests should relate somewhat to your field and personal interests should be unique

Advice for Contacting

- Another place to list your contact information (e.g., email and phone number) and to specify how you want to be contacted

Additional Sections

Note that you can reorder the sections on your profile and can add sections that are not part of the standard template. For example, if you are a student, you may want your Education section to come first after your Summary section. Furthermore, you may want to highlight a specific class project under a “Projects” section to showcase industry-level skills and teamwork abilities to a prospective employer. Additional sections that you can add include:

- Courses
- Test Scores
- Honors and Awards
- Languages
- Projects
- Organizations
- Patents
- Publications
- Certifications
- Volunteering & Causes

Privacy

Unlike Facebook, you want your profile to be as open as possible so that potential employers and other professionals can find and reach out to you about opportunities. You can control how people view your information and status updates in Settings.

100% Complete Profile

According to LinkedIn, you are 40 times more likely to turn up in a search if your profile is 100% complete. Include the following in your profile to reach this level (also see * sections above):

- Industry and location
- Photo
- Executive summary
- Current position
- Two past job positions
- Education
- Five skills
- At least 50 connections

* Items marked with * are necessary for a 100% complete profile.

* Be sure to use watermarks over portfolios or other information that you want to remain proprietary; note that these documents will also populate in the Project section.
Matthew Margolis
Law Student | Ivy League Graduate | Environment and Energy Activist
Greater Boston Area | Law Practice

Education
Boston College Law School

Background

Summary
Current student who is pursuing two Bachelor of Arts degrees, one at Columbia University and one at the Jewish Theological Seminary of America. Will be enrolling at Boston College Law School in Fall of 2013. This past summer, worked as an Intern for Congressman Jerry Nadler, the representative from the 8th District of New York. Have many skills that include political organizing, new media, research, and recruitment. Believe deeply in the need to make the world a better place, specifically by working for organizations dedicated to creating substantive change in America and the wider world.

Experience

Intern
Congressman Jerry Nadler
June 2012 – August 2012 (3 months) | New York, NY

• Worked under the Manhattan Community Representative facilitating interaction with constituents
• Specialized focus on Community Board 4 (Chelsea, Hell’s Kitchen, and Clinton neighborhoods)
• Research extensively on New York City alternative energy sources, including the effects of the Indian Point Nuclear Facility and the proposed Spectra pipeline

Campaign Intern
Bend the Arc: A Jewish Partnership for Justice
April 2011 – August 2011 (6 months) | New York, NY

• Worked in the “Solutions not Scapegoats” public voice division
• Specialized in social media, research, and drafting press releases and emails to supporters
• Created the ‘Behind the Scene’ Facebook page and helped grow our online presence
• Planned the Jewish Social Justice Roundtable event at the White House for 170 participants
• Research extensively for the Caring Across Generations campaign

Admissions Intern
Albert A. List College of Jewish Studies
August 2010 – April 2011 (9 months) | New York, NY

• Contacted and recruited potential students to apply to and then attend List College
• Planned Prospective Student Weekend for 75 applicants and Accepted Student Weekend for 45 students
• Served as a Tour Guide for prospective students and parents

Intern
Democratic Party of Orange County
May 2010 – August 2010 (4 months) | Santa Ana, CA

• Worked full time building the organization’s social media network and writing press releases regarding the Party’s political positions
• Interacted with candidates and helped organize their campaigns
• Presented in front of the Party’s Central Committee on behalf of the Executive Director
• Awarded the Democratic Party Leadership Award for outstanding performance

Skills & Expertise

Most endorsed for:
2. Policy Analysis
1. Political Organization
1. Social Media
1. Facebook

Matthew also knows about:

Twitter | Foursquare | Grassroots Organizing | Political Campaigns
Campaign Strategy | Nonprofit Leadership | Research | Recruitment/Retention
Writing | Event Planning | Executive Management | Microsoft Office
Languages

English
Native or bilingual proficiency

Hebrew
Elementary proficiency

Yiddish
Elementary proficiency

Education

Boston College Law School
Juris Doctor
2013 – 2016 (expected)

Columbia University in the City of New York
Bachelor of Arts, History
2002 – 2013

Activities and Societies: Alpha Epsilon Pi (President, Rush Chairmen, Social Chairmen), Columbia Undergraduate Energy Club (Co-founder, Vice President), Greek Judicial Board (Chairman, Vice-Career), College Democrats (Freshman Representative)

Jewish Theological Seminary of America
Bachelor of Arts, Modern Jewish Studies
2005 – 2009

Activities and Societies: List College Student Council (President, VP External Affairs and Policy), List College Admissions Office (Intern), Student-Faculty Committee, Tour Guide

Los Alamitos High School
High School Diploma
2005 – 2009

Graduated with Academic Honors
AP Scholar with Distinction
Senior Medal of Excellence in Social Sciences

Activities and Societies: Los Alamitos Men’s Soccer (Captain), Los Alamitos Men’s Track and Field (Captain), Liberal Youth of America (President).

Honors & Awards

Columbia University: Dean’s List Fall 2010 and Fall 2011
Jewish Theological Seminary of America: Dean’s List Spring 2011
Democratic Party of Orange County Leadership Award, August 2010

Recommendations

Philip H. Cohen Undergraduate Achievement Key, Alpha Epsilon Pi Fraternity, August 2012
Service Award, Columbia University School of General Studies Student Leadership Awards, May 2013
Senior Marshal, Columbia University School of General Studies Class Day, May 2013

Intern

Democratic Party of Orange County

Chris Fredricks
Whittier Law School Student

Matt was one of my most reliable and hard working interns. He is driven and professional. I would recommend him highly for having good judgement and solid reliability.

January 9, 2012, Chris managed Matthew at Democratic Party of Orange County

Groups

Alumni of the Ivy League
Member

Arsenal FC fans
Member

Columbia Alumni Assn
Member

Columbia Career Conn.
Member

Columbia Undergrad... Join

Columbia University...

Columbia University...

See & more

Following

Law
79,545 followers

Follow
How to Make Contacts at a Networking Reception

Most of us are not born networkers. Practice and preparation will help you develop the skills it takes to be effective at a networking event, conference, or other industry specific opportunities. Set small goals to start—like talking to one or two people—at your first event. Below are tips to help you make the most of a networking event. Also check out our online tipsheets “Making the Most of a Networking Event” and “Developing a 30-Second Introduction” under the Career Resources tab on our website.

• For most CCE networking events you can review CCE’s Special Events website and investigate attendees and expected format in advance of the event. Try to identify professionals who have backgrounds that interest you as your first point of contact.
• When checking in at the event, determine the format and set-up of the evening. Some events provide color-coded name badges based on industry and some separate the room by specialty.
• Locate professionals you want to meet and introduce yourself. Don’t hesitate to walk up to someone who might be standing alone, and feel free to join a group already engaged in conversation.
• Smile, make eye contact, and firmly shake hands. Ensure fresh breath and proper hygiene.
• Be friendly and provide a brief background about yourself and why you are there. Ask questions about the professional’s career path.
• At the end of your conversation, if you would like to speak further, ask for a business card. You can comfortably do this by saying how much you have enjoyed the conversation and inquiring whether it is possible to continue the conversation in an informational interview at a later time.

Follow-up

It is important to follow up with people with whom you have spoken after your initial contact with them. Send thank-you notes within 24 hours of your meetings or conversations. See page 46 for an example. Additional follow-up is appropriate after you have taken someone’s advice on something and have an outcome to report. Examples of this include: contacting someone he/she recommended, joining a professional association, or reading a blog that was suggested.

Avoiding Obstacles and Common Pitfalls

The following are recommendations for dealing with unexpected obstacles and situations that you may encounter while networking.

You feel uncomfortable: Networking is not asking for favors; it is a mutually beneficial interaction. Many of the people you contact will be excited to share information about themselves and the industry and might have helpful suggestions. If you do your research and respect the time of your contacts, you will discover that networking is a great tool.

Silences: Create and refer to your list of open-ended questions that cannot be answered with a yes/no response.

Rude responses: If you receive a rude response or an inappropriate comment, thank the contact and, if necessary, leave or end the conversation early.

Lengthy answers: If you are benefiting from the information, let him/her continue. If the information is not helpful, refocus the interview (after letting the person finish his/her point) by stating that you don’t want to take too much of his/her time and then ask another open-ended question from your list.

You ask for a job and the conversation seems to end: Networking is best used to develop relationships, not simply to identify job prospects. Use networking meetings to gain information, develop further contacts, and seek advice.
You become the interviewee: If in the middle of the informational interview an actual job is presented to you, you may choose to be interviewed formally on the spot. In this case, it is appropriate to ask more questions about the job, such as what skills or experiences are relevant, before answering interview questions. If you are uncomfortable, ask whether you can return to be interviewed as you would like time to prepare.

Failing to follow up: In order to keep connections fresh, send thank-you letters, provide updates on progress, and ask for names of other individuals you can contact.

Poor record keeping: Keep a record of your calls, conversations, and meetings. You may find that a spreadsheet or journal may be helpful for tracking. Once you begin to contact a large number of individuals, it may be difficult to recall all of this information.

Networking cannot replace research: Research industries, organizations, and positions before and after your networking meetings. Your meetings and follow-up communication will be more productive if your questions are informed.

**QUICK TIP**

- At CCE, you can improve your networking skills by practicing a networking interaction, preparing questions for an informational interview, or practicing your 30-second introduction with a career counselor.

Employers and students networking at the Fashion Industry Showcase (Navid Ladha)
Dear Ms. White,

I am a student at Columbia University majoring in Art History and I would like to pursue a career in Public Relations. I noticed your profile on the Communication Arts LinkedIn Group and am very interested in speaking with you about your career path and experience. During the summer, I had a very exciting internship at a small boutique PR firm named Jive. This experience has prompted me to learn more about and explore the industry.

At your convenience, I would like to schedule a 20–25 minute informational meeting with you either in person or over the phone, whichever is more convenient for you. Thank you for considering my request, and I hope we can meet in the near future.

Regards,
Alana Gomez

Ben Adams
(212) 854-1234
ba234@columbia.edu

Mr. So Shinohara
All Star Engineering
754 Broadway
New York, NY 10023

May 3, 2013

Dear Mr. Shinohara:

I enjoyed meeting with you yesterday. I really appreciated you taking the time to have coffee with me and talk about the field of chemical engineering. The more I heard about your personal and professional experiences, the greater my interest in the field. Right after our meeting, I reviewed the American Institute of Chemical Engineering’s website as you recommended, to gain a clearer understanding of job titles and the structure of industry.

Thanks again for your time and assistance. I will keep you updated on my progress and hope to keep in touch.

Sincerely,
Ben Adams

NOTE: If your thank-you note is sent via email, the address heading is not necessary.
GAIN EXPERIENCE

To see if a career is a good fit, or to build your qualifications in a field, do your research first, and then go out and try it! Develop yourself as much outside the classroom as you do inside. This is particularly important because according to a 2013 study by the National Association of Colleges and Employers, 71% of employers prefer to hire candidates for full-time roles with relevant work experience, including internships. It is equally important that graduate students and career changers obtain relevant experience to be marketable in their chosen career field.

There are many on- and off-campus opportunities to gain resume-building experience during the academic year or summer that will help you test your career preferences and make you a strong candidate for employment including:

- Internships or jobs
- Academic or non-academic research positions
- Volunteer work
- Active involvement in student leadership, student clubs, or professional associations

Employers find candidates through multiple means including:

- Referrals
- Social and in person networking
- Career center visits, career fairs, and campus activities with departments, faculty, alumni, etc.
- LionSHARE
- Industry specific job sites
- Club and organization connections

Some employers only post opportunities on their websites and prefer candidates who do the research and find them. Others don’t post the opportunities at all. Just because a job is not listed, that doesn’t necessarily mean that a position is not available. You can find a “hidden” job by letting potential employers know what you might be looking for and what experiences you bring to an organization. Networking is the key to uncovering these hidden opportunities.

Already have work experience? Determine how that experience relates to and has informed your current career objectives. This perspective will contribute to your effectiveness in discussing why you want to pursue a particular career option or position and, more importantly, in identifying options in the first place. If you are working full time and have the chance to alter or add to your job, think about ways to build key skill sets for your next move. For instance, if you’re interested in moving into media, perhaps you can start an internal office newsletter or blog.

Additional Considerations for International Students

As an international student you have a unique perspective and experiences to bring to an employer. However, working in the U.S. will likely involve extra considerations such as visa sponsorship, understanding differences in work culture and interpersonal communication, and learning appropriate ways to present yourself on paper and in person. Whether you’re hoping to secure a part-time job on campus, an internship or volunteer opportunity off campus, or a full-time job after graduation, it is essential that you fully understand your eligibility to work under your student visa. Check with the Columbia International Students & Scholars Office to learn about your unique status before starting any search, and review the Working in Student Status PowerPoint under Orientation Materials on their website. For additional resources like English language assistance, how and when to talk to an employer about visa sponsorship, and resources for identifying employers that have sponsored visas in the past, view CCE’s International Students web page at careereducation.columbia.edu/students/International-Students.
LionSHARE...a Job Search Resource!

LionSHARE is CCE's full service recruiting database. LionSHARE gives students and alumni the ability to view and apply to full-time and internship job postings directly through the system. Throughout the calendar year there are thousands of full-time and internship opportunities posted across a diverse range of industries. LionSHARE is an excellent resource for the exclusive use of the students and alumni of the seven schools served by CCE.

Access LionSHARE through the CCE website (careereducation.columbia.edu/findajob) by clicking on the LionSHARE icon at the top of the page and using your uni and password to log in.

Using LionSHARE

1. Update your profile under the “My Account” tab on your LionSHARE home page.
   - Employers post opportunities in LionSHARE with specific candidate criteria in mind (GPA, major, class year, etc.). Keeping your profile up to date will ensure that you will have access to all of the positions you qualify for.
   - Students are responsible for manually updating each field as changes occur each semester—these are NOT automatically updated. The two fields you cannot edit are your Degree and your School Attending/ed as these are imported from student records. Please contact CCE (careereducation@columbia.edu or 212-854-9167) if these need to be updated.

2. Upload documents under the “My Account” tab on your LionSHARE home page.
   - Make sure to upload your current resume, tailored cover letters, transcripts, etc. This will ensure your documents are ready to be sent to employers for application to full-time and internship postings.

3. Conduct a Job/Internship Search.
   - Research companies and organizations through the Job/Internship Search tab. Click “Job Search” to see a full list of all currently active positions.
   - Use keyword and position type criteria to narrow your search.
   - Choose “Advanced Search” to be more specific in your search criteria.
• When conducting a job search, be as broad as possible in your criteria selection so that you’re sure to maximize the opportunities you can view.

Note: Students looking for temporary or part-time opportunities should search for positions under the employer name “Temp Time.”

4. Create your Job Agent.

• Set up a Job Agent to receive a daily email with all newly posted LionSHARE positions matching your search criteria.
• Conduct your search as described above using job search criteria. Remember to be broad in your search by limiting the criteria selections you make.
• Click “search” to view all opportunities that match your job search.
• At the top right of the search results click “Email me New Jobs for this Search.” This will ensure that a list of new positions matching these search criteria will be emailed to you once per day.

Recommendation: To maximize your search and receive all new jobs posted on a daily basis, click “Job Search” on the tool bar and then click “Email me New Jobs for this Search.”
The On-Campus Recruiting (OCR) Program

The On-Campus Recruiting (OCR) program provides employers with the opportunity to host information sessions and conduct interviews on campus. It provides students with direct access to some of the most competitive companies and opportunities in the job market today.

It is important to keep in mind that OCR is just one resource to use in your career search. Some students make the mistake of assuming OCR is the only way to find a job or internship and focus only on this program. While OCR is a fairly straightforward process, it requires attention to employer-specified deadlines and often demanding interview schedules.

Before using the OCR program make sure you are interested in the jobs and companies participating in the program. Employers participating in OCR are primarily large firms with very structured internship or entry-level full-time programs. You'll see many finance, consulting, and big technology firms. You will also see some advertising, fashion, not-for-profit, and government employers participate in OCR. If you don't see companies of interest in OCR, it doesn't mean they are not hiring. Most companies hire "as-needed" and post opportunities in various ways from on-campus postings to internship tweets and interview at their offices. Speak with a career counselor about your search and how to maximize CCE’s resources and services.

1. Employer Information Sessions: Employer information sessions are hosted on campus by companies to give students an understanding of the goals and mission of the organization. They provide insight into the entry-level and internship opportunities available to Columbia students. Students attending these sessions should be professionally dressed, prepared to network, and have a few copies of their resume in case a company representative is collecting them. Students can find the calendar of information sessions on the CCE home page and in LionSHARE.

2. On-Campus Recruiting Access in LionSHARE: In order to apply to OCR jobs and internships through LionSHARE, students and alumni of the seven schools served by CCE must first request OCR access. To initiate this request, students will need to review and acknowledge the policies and procedures required for participation found here on the CCE website: careereducation.columbia.edu/LionshareOCRaccess.

3. View and apply to OCR jobs and internships in two ways.
   - Search by company name or position title under the job search tab. OCR positions are indicated by a “View Interview Schedule” button on the top right.
   - Or
   - Click on the “On-Campus Interviews” tab in LionSHARE and click “Apply for Interview Schedules I Qualify For.”
4. OCR Terminology:

- **Schedules:** These are company job postings that are part of the OCR Program.
- **OCR Timeline:** Each OCR job posting will have a timeline associated with it in LionSHARE. Target dates are provided to stay on top of deadlines and key steps in the process.
  
  1. **Request Period Open:** The date students can start applying to an OCR posting.
  2. **Request Period Closed:** The application deadline for an OCR posting. Resumes cannot be submitted through LionSHARE after this date.
  3. **Accepted Student Sign Up:** Accepted candidates are those who have been selected by the employer for an interview. Accepted candidates will be notified via email. This date is the first date accepted candidates can choose an interview time slot in LionSHARE.
  4. **Alternate Student Sign Up:** Alternate candidates are those who have been selected by the employer to take the place of an accepted candidate should they choose not to interview. This date is the first date an alternate candidate may sign up for an interview timeslot. These slots are filled on a first-come, first-served basis.

  **Note:** Employers will typically determine accepted and alternate candidates within approximately one week of the request period closing. Applicants who have not received a response from the employer by the date of the interview should assume they have not been selected.

- **Preselect:** This is the term used to identify a candidate who has applied to an OCR opportunity.
- **Referral:** This is the term used to describe an application which students have submitted to a job posting in LionSHARE that is NOT part of OCR.

5. First Round On-Campus Interview: Congratulations for being selected for a first round interview! Here are a few tips to help you navigate the interview process.

- Refer to pages 48–60 for information on how to best prepare for your interview.
- Arrive at CCE 5–10 minutes prior to your interview. Sign in on the schedules board, and have a seat on the black benches towards the back of CCE. Some employers will have greeters in the Career Resource Center to meet you. Make sure to be polite and friendly to ALL company representatives.
- When scheduling your interviews, if you have been asked to schedule one hour, be aware that it could be two 30-minute, back-to-back interviews. This format allows employers to have you meet with multiple interviewers.
- When scheduling more than one interview in a day, **NEVER** schedule them immediately following each other. Make sure to allow at least 30 minutes in between interviews.
- Make sure to request a business card or contact information from the interviewer before you leave. You will need this to send a thank-you note following the interview (see page 46).
- If you need to cancel a first round interview, you must do so no less than two business days in advance of the interview. Late cancellations or not attending an interview may result in loss of LionSHARE privileges.

6. The Second Round Interview: Congratulations on advancing to the second round interview! Most employers located in the tri-state area will schedule their second round interviews in their offices. Here are a few tips to help you navigate this process.

- Refer to pages 61 and 62 for information on how to best prepare for your interview.
- Employers participating in OCR have agreed to give students 72 hours notice of a second round interview.
- If you find that the second round interview date conflicts with another first round interview, a class, or other mandatory commitment, make sure you request an alternative date for your second round interview.
- Students participating in OCR must never cancel their first round interviews on campus for a second round interview. Please notify CCE (careereducation@columbia.edu or 212-854-9167) if you run into any difficulty rescheduling a second round interview.
7. **Accepting/Declining a Job Offer:** Congratulations on receiving an offer of employment. Here are a few tips to help you navigate this process.

- Refer to pages 62–64 for information on negotiating/declining offers.
- Students participating in OCR are required to adhere to the following deadlines for accepting/declining offers:
  - November 1, 2013: Deadline to accept/decline full-time offers given by former summer internship employers
  - November 15, 2013: Deadline to accept/decline offers received through fall On-Campus Interviews
  - February 28, 2014: Deadline to accept/decline summer internship offers given by former summer internship employers
  - March 7, 2014: Deadline to accept/decline offers received through spring On-Campus Interviews
- Students should carefully consider any offers received. Once you decide where you would like to work, you should accept swiftly.
- Students should only give a verbal acceptance of an offer (either in person or over the phone) to an employer when they are sure they plan to accept the offer. A verbal acceptance will be considered a formal commitment to that employer.
- Once an offer has been accepted, students should immediately withdraw from any other interview process they are engaged in and decline any other offers they might have received.
- You should not hold on to multiple offers for an extended period of time. Make decisions as quickly as possible.

8. **Recruiting policies for students using LionSHARE:** Please note failure to comply with these policies may result in loss of LionSHARE privileges.

- Students must access LionSHARE using their own account and are not permitted to allow anyone else access to that account.
- Students must thoroughly research companies they are interested in and should not indiscriminately send out mass resumes to all companies.
- Students must accurately represent themselves and their personal and academic information contained in LionSHARE.
- If a student needs to cancel an interview, they must provide at least two complete business days before the day of the interview. Please notify CCE of any cancellations by calling 212-854-9167.
- Students must be careful not to schedule on-campus interviews consecutively (e.g., 10:00a.m., 10:30a.m.) in a day to ensure sufficient time allotted between interviews and allow for interviews that run long.
- Students are required to arrive on time (preferably 5-10 minutes early) for all on-campus interviews.
- Students should never cancel a first round on-campus interview for a second or later round interview.
- Students should carefully consider any and all offers. Once a final decision is made and an offer accepted students should never withdraw acceptance of that offer. If a student finds him/herself in a difficult situation as a result of an accepted offer, he/she should immediately contact CCE.

**Finding an Undergraduate Research Position**

There are many opportunities to assist faculty members with research on campus and at other universities. Most are unpaid opportunities though there may be positions in the work-study program. Most positions are not advertised anywhere; it’s up to you to find a professor who would be open to taking on an undergraduate student. Look through individual department websites to learn about the research that faculty are doing and identify a few projects in line with your interests. Contact the faculty member by finding his/her email on the web pages or in the Columbia directory. You’ll need to craft an introduction with your background and what you’re looking for; suggestions for doing so, and then following up, can be found on the undergraduate research web page of the Biological Sciences department. Some examples of research programs and resources include:

- Summer Undergraduate Research Fellowship: columbia.edu/cu/biology/ug/surf/
- Undergraduate Research Involvement Program: engineering.columbia.edu/undergraduate-research-involvement-program
- Resources for finding research on campus: college.columbia.edu/campus%20research
- National Science Foundation: Research Experiences for Undergraduates (REUs): nsf.gov/crssprgm/reu/reu_search.cfm
The Job Search Process

Six Stages in a Successful Search

It’s important to think of your search as a process that will take place over an extended period of time and will encompass several steps. Listed below are just some of the tactics you will likely need to take in your job search process:

Stage One: Develop a Plan of Action and Start Researching

- Develop a personal timeline (the job search is generally 3-9 months).
- Block off time on your calendar for the job search. Do at least one thing per day towards finding a job, but remember that you’ll get as much out of the search as you put into it.
- Take an assessment through CCE to determine your strengths, values, skills and interests (see page 10).
- Use Vault, Wetfeet, O*NET, industry resources, and LionSHARE through the CCE website to identify and research career fields. Talk to professors, former supervisors, family, and classmates (particularly those farther ahead in their programs) to learn more about fields that are of interest to you or uncover fields you might not have considered.
- Develop a list of jobs (including typical titles) and industries you want to target. Make a list of your top 20 organizations at which you would like to work. Use resources like Going Global, UniWorld, Indeed, and professional association websites.
- Create an Excel spreadsheet or other tracking document to record contacts you have or will meet with, positions you will apply for, and organizations you want to target.
- Create Google News alerts for your fields and companies of interest. Stay informed of current events through the news and industry-specific publications and blogs. If organizations you are interested in have newsletters, sign up for them.
- If you’re an international student and plan to work in the U.S., learn about the requirements of your visa.

Stage Two: Develop Your Professional Image

- Create a polished, targeted, and error-free resume. Have it reviewed by a counselor. Be ready to tailor your resume to specific jobs.
- Create polished, targeted, and error-free cover letters for each position you apply to. Have your cover letter reviewed by a counselor.
- Ensure that your LionSHARE profile is complete and accurate. Sign up for On-Campus Recruiting Access through the On-Campus Interviews tab (see page 83).
- Clean up your online presence. Google your name and images and keep your social media profiles appropriate (see pages 47 and 48).
- Join and be proactive in using LinkedIn and other online social sites (e.g., Facebook, Twitter). Join LinkedIn groups such as Columbia Career Connections, Columbia Alumni Association, and IvyLife (see pages 68–72).
- Develop and practice your 30-second introduction (see our online tipsheet).
- Consider purchasing business cards (you can get them at a discount rate through Columbia Print Services).

Stage Three: Get Involved and Build Relationships

- Set up informational interviews with alumni or other contacts in your current network to learn about careers and organizations that are of interest to you (see pages 67–72).
- Actively participate in and attend panels, information sessions, and workshops offered through CCE. Attend the Fall, STEM, Spring, and Startup career fairs, as well as Media Networking Night, hosted by CCE (see pages 6 and 7).
- Join a professional association and attend their membership meetings. Many have student rates. The Center for Association Leadership offers a directory of over 21,000 professional associations (see page 69).
- Join student organizations and stay involved on campus. Many hold career related events throughout the year.
- Take on volunteer experiences to gain skills and meet new people.
Stage Four: Apply to Jobs and Internships

- Stay in touch with contacts you’ve made through networking to uncover “hidden” job opportunities that are not posted but rather will be filled through referrals.
- Create a job agent on LionSHARE to receive jobs meeting your criteria via email daily, and apply to positions (see page 82).
- Regularly check the Careers websites of your top target companies, follow their blogs and Twitter feeds, and sign up for their job newsletters.
- Pay attention to your academic department emails, find out if they offer a department-specific job board or alumni networking opportunities.
- Search the discussion pages of your LinkedIn groups for opportunities from fellow members and submit your applications/reach out to contacts.
- Apply to jobs on industry job boards (for example, MediaBistro is good for media-focused positions). You can find some to start with on the industry exploration section of our website.
- Search general aggregate job boards such as Indeed.com and Simplyhired.com and sign up to have new postings emailed to you regularly, so you can stay up to date on opportunities around the web that you might have missed otherwise.
- One to two weeks after applying to a position, follow up by email with the organization. Check your own network or LinkedIn to see if you can speak with a contact or alum who works there.

Stage Five: Interview and Follow-up

- Schedule a mock interview at CCE to build interviewing confidence. Set up a mock case interview to prepare for case-specific interviews (typical of fields like consulting), if you anticipate receiving one.
- Dress for success. Don’t forget that CCE has a Clothing Closet from which you can borrow a professional suit.
- Research and reflect before each interview. Review the interviewing section of this guide for tips for preparing for and succeeding in interviews (see pages 48–66).
- Ask your interviewers for business cards and send a thank-you note to each person with whom you interviewed (see page 46).
- Ask your interviewer or recruiter for next steps in the process and when you can expect to hear back; follow up if you don’t hear back by the time they indicated they would reach their decision.

Step Six: Evaluate and Respond to Offers, Make the Most of Your Experience

- If you receive an offer, let the employer know you are grateful, and ask when a decision is needed. Be sure that you have all the details: job description, salary, benefits, start date, etc.
- See pages 62–64 on evaluating, negotiating, and responding to offers.
- Review CCE’s salary negotiation webinar in the multimedia section of our website.
- Once you have accepted a position, let any other employers with which you were interviewing know your employment status. Inform your network of your success!
- View our webinar “How to Succeed in Business by Really Trying” for tips on making the most of your first three months on the job.
Staying Positive in Your Job Search

The job search process can sometimes feel draining. Anyone who has undergone this process has experienced myriad feelings from excitement and hope to frustration and discouragement. To maintain momentum and keep a positive outlook:

- Understand that the job search process is just that—a process. You won’t be able to create a resume, cover letter, fine-tune your interviewing skills, or land a job overnight. All stages of the process take time, dedication and research. Once you have accepted that fact, you can be a little more patient with yourself and others.

- As part of the job search process, you are continually meeting new people during interviews, networking events, and informational interviews. One of the most important aspects of these interactions is the energy that you are displaying. Are you positive and upbeat or are you irritated and anxious? Engage in activities that nourish and uplift you and take breaks. Taking time to decompress will help you to feel refreshed and stay focused. Also make sure to get enough sleep, eat, and get some exercise.

- Surround yourself with friends, colleagues, and confidantes. Think of the people in your life that are uplifting. After a day of tough interviews, a friend can be empathic and remind you that setbacks are temporary. A former colleague can help you see your next steps more clearly. Some people even enlist a “board of advisors” to turn to with questions, or start a job search group amongst friends to keep up momentum.

- Consider volunteering while you search. It will help you to feel good, put your own experiences in perspective, and even grow your network.

- Keep a journal about your experience where you can reflect on your learning and next steps in your search.

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