CAREER PLANNING GUIDE 2015–2016
Flow Traders wants you to join our New York team!

Flow Traders is a leading global principal trading firm specialized in trading ETPs. We have been notably recognized as the Best ETF Market Maker in Europe and Asia-Pacific and are looking for Traders to join our New York City team!

- Do you see the world in terms of numbers and ratios?
- Do you act to improve inefficiencies as soon as you spot them?
- Do you thrive on outsmarting your competition?

Then, consider a career with Flow Traders!

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- A six-month intensive training program in Amsterdam
- Preparation for licensing exams on multiple exchanges
- Opportunity to develop and test new strategies
- Assignment to a desk with experienced traders
- A flat management structure that values teamwork
- Performance based rewards
- Work hard, play hard philosophy

What we look for:
Passion for trading is vital! In addition, you have a relevant university degree, demonstrable interest in global financial markets and a keen interest in IT systems. You are creative, competitive by nature, thrive on innovation and possess the ability to deliver under pressure.

WHERE TO FIND US
www.flowtraders.com

COLUMBIA UNIVERSITY INFO SESSION & TRADING COMPETITION
Wednesday, September 9th at 5:00 - 6:30 pm
Faculty House, Garden Room 2, 64 Morningside Drive
*Prizes will be awarded & refreshments served*

ON CAMPUS INTERVIEWS
Thursday, September 24th @ Center for Career Education
Apply online via LionSHARE
APPLICATION DEADLINE: Wednesday, September 9th

FLOW. WE DARE YOU.

FLOW TRADERS
# TABLE OF CONTENTS

Welcome .................................................................................................................................................. 2

**CONNECT WITH CCE** .................................................................................................................................................. 3
Your Role in the Job Search Process .................................................................................................................. 4

**EXPLORE** .......................................................................................................................................................... 5
Identify Your Skills, Interests, Values, and Personality Traits ................................................................................. 5
Connect Your Skills, Interests, Values, and Personality Traits to Careers ............................................................... 12

**PREPARE** .......................................................................................................................................................... 13
Resume Overview ........................................................................................................................................... 13
  - Resumes That Stand Out: Writing Statements With Impact ........................................................................... 16
  - Creating a Summary/Profile Statement for Career Changers ............................................................................. 18
  - Presenting Columbia-Specific Undergraduate Activities and Academic Experience ......................................... 21
  - Working With Employment Gaps ...................................................................................................................... 22
  - Sample Resumes ........................................................................................................................................... 23
Curriculum Vitae (CV) Overview ................................................................................................................... 31
  - Sample CVs .................................................................................................................................................... 33
  - Converting a CV to a Resume .................................. .......................................................................................... 35
Cover Letter Overview ....................................................................................................................................... 37
Academic Cover Letter Overview ..................................................................................................................... 42
Thank-You Letter Overview .................................................................................................................................. 44
Writing Samples .................................................................................................................................................. 45
Create an Effective Online Presence ................................................................................................................... 46
Introduction to Interviewing .................................................................................................................................. 47
  - Sample Questions .......................................................... ................................................................................. 50
  - At a Glance: Consulting Case Interviewsianne a Glance: Consulting Case Interviews ............................................ 55
  - Negotiating/Accepting/Declining ......................................................................................................................... 60
  - Academic Interviews ................................................................................................................................. 62

**BUILD A CAREER NETWORK** ....................................................................................................................... 65
What Is Networking? .............................................................................................................................................. 65
How to Make Contacts at a Networking Reception .............................................................................................. 65
Informational Interviewing ..................................................................................................................................... 66
LinkedIn ................................................................................................................................................................ 72

**GAIN EXPERIENCE** ........................................................................................................................................... 77
LionSHARE…A Job/Internship Search Resource! ........................................................................................................ 79
  - The On-Campus Recruiting (OCR) Program ...................................................................................................... 81
The Job Search Process ......................................................................................................................................... 86

Advertiser Index ................................................................................................................................................... 89
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 2015–2016 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

Visit Us
East Campus, Lower Level
116th between Morningside and Amsterdam
(Enter through Wien Courtyard)

Contact Us
Phone: 212-854-5609
Web: careereducation.columbia.edu

Hours
Monday–Friday, 9a.m.–5p.m.
Wednesdays CCE is open until 8p.m. during the academic year.

Cover photo credits (Clockwise from top left): Char Smullyan, Char Smullyan, Gerald Tang, Katie Taflan, and iStock.
We invite you to partner with us at CCE as you navigate your career path. Finding a fulfilling career requires dedicating time and purposefully integrating 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 be stressful or overwhelming at times, be sure to find time for yourself, and get support when you need it (see page 86 for elements of the job search process). CCE is here to help you through every step!

Quick Questions
10-minute meetings from 1–4p.m. Monday to Friday during the academic year. Meet with a counselor for answers to brief questions, a resume or cover letter review, or an introduction to CCE’s services and resources. No appointment needed, first-come, first-served.

Career Counseling & Interview Practice
Career counselors meet individually with students and alumni of all levels of experience and interest areas to work through every step of the career planning process. Call 212-854-5609 or stop by to schedule a 30-minute in-person, phone, or Skype appointment.

Jobs and Internships
CCE offers unique domestic and international opportunities to help you explore your career interests and develop professional skills. See page 78. Access CCE’s LionSHARE database to search job and internship listings. See page 79 for more information. Investigate funding programs for unpaid or low paid experiential opportunities on our website under “Find a Job or Internship.”

CCE Online Career Resources
CCE has online tools to assist you with industry research, major and career exploration, and the job search. Students and alumni can access Vault, Wetfeet, Going Global, Versatile PhD, and UNIWORLD through the CCE website for additional job listings and industry, career, and country-specific resources.

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. Reserve online through the CCE website.

Dossier Service
Maintain letters of recommendation and related materials for grad school applications. Visit CCE’s website for details. Note: Center for Student Advising manages dossiers for Columbia College and Columbia Engineering undergraduates.

Special Events and Workshops
CCE hosts both large scale events such as career fairs, industry showcases, 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 for up to date event and program information. Pick up the Fall and Spring Program of Events to learn more.
Your Role in the Job Search Process

Regardless of your academic year or previous experience, take action and make an informed career choice!

**EXPLORE** interests, skills, values, identity and personality to find a career that fits. Learn more on page 5.

**NETWORK** with professionals to gain contacts and learn more about your fields of interest. Learn more on page 65.

**EXPERIENCE** potential career options and build transferable skills. Learn more on page 77.

**PREPARE** cover letters and resumes; research, and practice communicating the value you add to an employer. Learn more on page 13.
Identify Your Skills, Interests, Values, and Personality Traits

How do you figure out which career is right for you? Where should you even start looking? At CCE, we hear from many students and alumni that the career exploration process can be daunting. While it may feel intimidating at first, there are steps you can take to start making progress towards self-awareness and understanding career options that may be a fit for you.

We help students and alumni through this process, whether they are looking to transition to a new career or are just starting out. 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.

Self-assessment is the first step in finding a career that is the best fit for you. The more you understand yourself and your motivations, the more informed and productive your career search process will be. Start by reflecting on your interests, values, skills 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. The following section offers several activities to help you think about these areas and to start to connect your preferences to career options. Complete them on your own or discuss them with a CCE career counselor.

Identity:

To begin the self-assessment process, it may be helpful to reflect on fundamental aspects of your identity. Identity is important to career exploration because it represents you on your own terms. It is not another’s perception of you. It is not another’s projection of who you should be. It is you and your core. Knowing who you are and being confident in that identity will help you stay grounded as you explore the next phase of your life. You may think of yourself in terms of many identities and aspects of yourself that intersect. Some of these identities may be grounded in the communities which you are a part of and the life experiences you have had. Your identities may be closely tied to your values, interests, social contexts and self-image. In the exercise below try to reflect deeply on your essential self, that which is part of you regardless of who you are with. This is you at your core.

Describe yourself in the lines below. Try using a mix of demographic descriptors (age, gender, sexual orientation, religion, race, ethnicity, etc.), adjectives, or communities in which you consider yourself a member (first-generation college student, military veteran, etc.) in order to paint a full picture of who you are.

At my core, I am…

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<td>5.</td>
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Keep these aspects of your identity in mind as you move forward with the self-assessment exercises in this section, as they often influence the other elements of career exploration such as our interests and values. Jot notes in the chart on page 11.
Interests:

Interests may represent things you like to learn about or do as hobbies, but may also give clues to the kinds of careers and jobs you would enjoy. In the spaces below, list 10–20 things that you really like to do or enjoy learning about. Use the following questions to brainstorm ideas:

• What have been your favorite courses?
• In your previous jobs, internships, or extracurricular experiences, what tasks did you enjoy most?
• What are the things you find yourself doing and enjoying, even though you don’t have to do them?
• What local, societal or world problems interest you?
• If you were an excellent writer, what subjects would you want to write about?
• If you could teach a course on any subject, what subjects would you teach?
• What do you do for fun? To relax and unwind?

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Now, scan through your list. What trends or topical themes appear throughout? Use the following theme descriptions to identify patterns and circle or highlight two or three that describe your interests. Note which theme contains activities that are most engaging, not necessarily the highest number of items.

Activities involving:

• athletic or mechanical ability; working outdoors or with machines, tools, plants or animals
• observing, learning, investigating, analyzing, evaluating, or problem solving
• imagination and creativity; artistic, innovative, or intuitive abilities; or unstructured environments
• working with people to enlighten, inform, help, train or cure; skill with words
• working with people to influence, persuade, perform, lead, or manage for business goals or economic gain
• organizing, clerical, or numerical ability; step by step tasks, details and data

Write some keywords from the themes that most describe your interests in the chart on page 11.

Related Assessment: 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. There is a small fee for this assessment, payable to the online provider. Schedule an appointment with a career counselor to learn if this assessment is right for you.
Values:

Values play an integral role in career satisfaction. Of the following list, prioritize the ten career values that are most important to you now (they may change over time) by circling them, and cross out the ten that are least important. Add any other values that are missing from your list.

- Achievement
- Advancement and promotion
- Adventure
- Arts
- Challenging problems
- Change and variety
- Close relationships
- Community
- Competence
- Competition
- Cooperation
- Country
- Creativity
- Decisiveness
- Democracy
- Ecological awareness
- Economic security
- Effectiveness
- Efficiency
- Ethical practice
- Excellence
- Excitement
- Fame
- Fast pace
- Financial gain
- Flexibility
- Freedom
- Friendships
- Growth
- Having a family
- Helping other people
- Helping society
- Honesty
- Independence
- Influencing others
- Inner harmony
- Integrity
- Intellectual status
- Involvement
- Job tranquility
- Knowledge
- Leadership
- Location
- Loyalty
- Meaningful work
- Merit
- Money
- Nature
- Order
- Personal development
- Physical challenge
- Pleasure
- Power and authority
- Privacy
- Public service
- Purity
- Quality
- Recognition
- Religion
- Reputation
- Responsibility and accountability
- Security
- Self-respect
- Serenity
- Sophistication
- Stability
- Status
- Supervising others
- Time freedom
- Truth
- Wealth
- Wisdom
- Work under pressure
- Working with others
- Working alone

Now, prioritize your top five values by considering which could be compromised if necessary and which cannot be compromised. After completing this exercise, write your top five values into the chart on page 11.

Related Assessment: Career Values Card Sort
The Career Values Card Sort is a quick, simple tool that allows you to prioritize your career-related values. Fifty-four variables of work satisfaction—such as time freedom, precision work, and public contact—are listed on cards that you then sort based on importance. This assessment is an effective tool for providing a deeper understanding of what you intrinsically need out of a career. Schedule an appointment with a career counselor to learn if this assessment is right for you.

Photos by Katie Taflan
Personality:

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. We all have certain innate preferences and personality characteristics that feel more comfortable and natural, such as how we gain energy, perceive information, make decisions, and organize our external environments.

Below are just eight aspects of your personality to consider. For each row, check off the one option that most describes you. While you may relate to both descriptions, think about which is most comfortable, or the option you would choose first.

<table>
<thead>
<tr>
<th>People and Interaction</th>
<th>Time Alone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain energy by being with other people; tend to be sociable, seek out others, enjoy interacting</td>
<td>Gain energy by spending time alone; enjoy social interaction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Talk and Participate</th>
<th>Listen and Reflect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk more than listen, think out loud, focused on outside world of people and things</td>
<td>Listen more than talk; reflective, like to think and then respond, focused on inner world of ideas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical and Concrete</th>
<th>Creative and Abstract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value realism and common sense, practical solutions, practical matters, concrete information, immediate action</td>
<td>Drawn to imagination, creative new ideas, different ways of doing things, innovative solutions to problems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Details</th>
<th>Big Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>See the trees in the forest and then the forest, give detailed descriptions, patient with routine details, precise step by step instructions</td>
<td>See the forest and then the trees, give more global descriptions, impatient with routine details want to know the purpose of projects &amp; general goals</td>
</tr>
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<thead>
<tr>
<th>Logic</th>
<th>Harmony</th>
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<tbody>
<tr>
<td>Prefer analysis and putting things together in logical order</td>
<td>Prefer harmony and empathy, gathering consensus</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Impartial Standards</th>
<th>Personal Analysis</th>
</tr>
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<tbody>
<tr>
<td>Value one standard for all</td>
<td>Value exceptions to the rule and consider the effect of actions on people and feelings</td>
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<thead>
<tr>
<th>Closure</th>
<th>Open-Ended</th>
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<tr>
<td>Prefer to have matters settled. Happiest when there is a plan and clear structure, like to bring closure to the external world</td>
<td>Prefer flexibility. Happiest when time is unstructured, like to stay open to all possibilities</td>
</tr>
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<table>
<thead>
<tr>
<th>Control and Organization</th>
<th>Unexpected and Go with the Flow</th>
</tr>
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<tbody>
<tr>
<td>Organized, enjoy making lists of tasks and subtasks, prioritize effectively, attached to calendars, goal sheets, and outcomes</td>
<td>Enjoy variety and the unexpected, comfortable with ambiguity and last minute changes, open to new information</td>
</tr>
</tbody>
</table>

Of those that you checked, select 3–5 that describe you best or resonate the most with you, and write them in the chart on page 11.

**Related Assessment: Myers-Briggs Type Indicator (MBTI)**

The MBTI can help you identify your personality preferences and provide 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. There is a small fee for this assessment, payable to the online provider. Schedule an appointment with a career counselor to learn if this assessment is right for you.
Skills:

According to a 2015 survey conducted by the National Association of Colleges and Employers (NACE), the top qualities/skills employers seek in hires are:

1. Ability to work in a team structure
2. Ability to make decisions and solve problems
3. Ability to verbally communicate with persons inside and outside the organization
4. Ability to plan, organize, and prioritize work
5. Ability to obtain and process information
6. Ability to analyze quantitative data
7. Technical knowledge related to job
8. Proficiency with computer software programs
9. Ability to create and/or edit written reports
10. 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 list will help you to realize 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.

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
- Write clearly and concisely
- Set financial priorities
- Develop cost cutting solutions
- Negotiate financial deals
- Understand economic principles

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
- Demonstrative flexibility during crisis
- Evaluate performance
- Streamline processes

Creative and Innovative Skills
- Visualize concepts and results
- Brainstorm and make use of group synergy
- Design materials, products, or services
- Express ideas through an form
- Use computer software for artistic creations
- Write poetry, fiction, plays
- Invent
- Assemble/build/install
- Perform precision work
- Operate hand/power tools
- Troubleshoot/diagnose problems
- Drafting/mechanical drawing
- Understand manuals/diagrams
- Learn new technology easily
- Program/Code

Financial Skills
- Develop/stay within a budget
- Eye for profit
- Recognize money making opportunities
- Manage money/make money grow
- Solid ability with basic arithmetic
- Multiply numbers in your head
- Figure out percentages
- Recognize patterns and relationships in numbers
- Gain valuable information from graphs, tables, and charts
In the chart on page 11, write down 5–8 of the skills that you feel are your strongest and you would most like to use in a career.

Likes and Dislikes:

Using the table below as a template, use a separate sheet of paper to list each job you have had and what you liked and disliked about each. When listing your likes and dislikes, be sure to think about the job tasks, skills you used, work environment, people you worked with, your boss/supervisor, the company culture and politics, hours, pay, perks, benefits, socialization, friends, resources available to complete the job, commute, professional development/opportunities for growth, travel, etc. Also, consider what was going on in your personal life at the time of each job—do you think that had any influence on the satisfaction of this particular job?

<table>
<thead>
<tr>
<th>Job Title, Company/Organization &amp; Brief Description</th>
<th>What I Liked about Job</th>
<th>What I Disliked about Job</th>
<th>Influence of Personal Life Factors?</th>
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Use this chart to record the interests, values, personality traits, identities, and skills you have identified through the previous exercises. Also note potential career options you have considered, or any careers that may connect to some of your preferences which you would like to explore further. Next, move to page 12 to learn about how to connect the information below to possible careers.

<table>
<thead>
<tr>
<th>Interests</th>
<th>Values</th>
<th>Personality Traits and Identities</th>
<th>Skills</th>
<th>Career Options</th>
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Connect Your Skills, Interests, Values, and Personality Traits to Careers

Once you have identified your interests, values, aspects of your identity, personality traits and skills to develop a picture of your career preferences, use the following resources to discover potential career options that may be a fit. Refine or add to your list of options in the chart on page 11 using the online and in-person methods in the following pages, and/or schedule an appointment with a CCE career counselor to review your chart and brainstorm possibilities.

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
- Typical positions
- Day-to-day job operations
- Industry trends and developments
- Personality traits valued by the field
- Salary information
- Hiring cycles and recruiting practices
- Geographic location

Online and In-Person Career Research Tools

There are many opportunities to connect with professionals in-person to learn more about career paths and gain industry insights, such as:

- CCE events like Industry Showcases, Professionals in Residence, Employer Information Sessions, and Employer Site Visits.
- On- and off-campus events such as professional association meetings/conferences
- Speaking with alumni, employers, and your own networking contacts in your fields of interest through informational interviewing (learn more on page 66).

Once you have narrowed down to a few areas of interest, try them out through extracurricular activities, volunteering, internships, and part-time jobs (see page 77). The following sections will help you to find and prepare for these opportunities.
PREPARE

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 called Applicant Tracking Systems to review resumes. Please see the section on page 15 for tips on ensuring that your resume is not eliminated by this software.

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. Margins should be between 0.5–1 inch and font size should be legible, between 10–12 points. 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 23–30.

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 Career Changer sample on page 30.)
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. You can also include any relevant URLs (from LinkedIn, Twitter, etc.) or a link to your electronic portfolio.
- **Dates and Locations**: Include dates (ideally including specific months and years) and locations for all experiences.
- **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 summary 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 action 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 blog, or portfolio 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 18 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 page 20).
- 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.

Optimizing Your Resume for Applicant Tracking Systems

Applicant Tracking Systems (ATS) are sophisticated software packages that some employers use to manage high volumes of job applications. The ATS will electronically scan your resume, score your qualifications based on the job description for that position, and rank your application among other applicants. Many large companies use an ATS to screen applicants for first-round interviews and smaller and medium-sized companies are increasingly starting to use them as well. Keep in mind the following content and formatting tips to ensure that your resume is not eliminated by this software:

- Tailor your resume for each position and use keywords and phrases from the job description throughout your resume and online application. Keywords are graded both by how frequently they appear and the extent to which they are used in context (these systems are smart enough to recognize the difference between random strings of words and words used in context).
- Complete all fields in online applications, even those fields that are not required. Recruiters may use those fields as filters and, if left blank, your application might not make it through the system.
- Many organizations have employee referral systems, which will fast-track your application through the ATS. If you have a contact at the organization to which you are applying, ask your contact to submit a referral on your behalf.
- Use simple formatting. Avoid headers, footers, tables, templates, borders, lines, symbols (bullet points are fine), shading, fancy fonts, and font colors other than black.
- Edit your resume carefully! While your resume should never contain typos, ATS software will not recognize misspelled words.

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 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.
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.

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.

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 the company and is still in use.

FINAL STATEMENT FOR RESUME: Initiated, wrote, and edited the first training manual for company’s data tracking system, which 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.)

Example:

A. Weak, 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. Strong, 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:

Employers want to learn about the skills an individual has, and 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.

Creating a Summary/Profile Statement for Career Changers

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

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 30 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 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.
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.
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
Dual Bachelor of Science and Bachelor of Arts Degree Program
Columbia University, The Fu Foundation School of Engineering and Applied Science, New York, NY
Bachelor of Science, Mechanical Engineering, Expected May 2016, GPA: 3.4
Fairfield University, Fairfield, CT
Bachelor of Arts, Mathematics, May 2014, 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 2015
• 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, consider the following examples:

LEADERSHIP AND ACTIVITIES
Columbia University, NCAA Division I Varsity Football Team Defensive Back, Linebacker 2012–Present
• Dedicate 40 hours per week to practice, conditioning, competition, and team meetings
• Earned Scholar-Baller recognition in 2013 and 2014 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 2013–2014
• 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 2012–2013
• 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 teamwork and situational analysis

Residential Advisor Experience
Residential Advisors build a variety of skills sought in work settings including teamwork, 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, consider the following example:

LEADERSHIP AND ACTIVITIES
Department of Residential Programs, Columbia University, New York, NY August 2014–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 2014–2015 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:

2. Consider a summary statement (see pages 18 and 19) 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 30, Amy M. Robins)

4. Include any other 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 59 for addressing employment gaps in interviews.)
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 2016, GPA: 3.7/4.0
Dean’s List (Fall 2012–Present), Joseph and Ann Perlman Prize (2013)

RELEVANT EXPERIENCE:
Random House, New York, NY
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
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:
Columbia University Center for Career Education, New York, NY
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
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 Taekwondo Club, New York, NY
Treasurer and Member
• Managed annual budget of $1,500 and collected annual membership dues
• Supervised several fundraising efforts including the Spring 2014 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
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 2016)
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 2015
1st Class Honors Obtained

The Chinese University of Hong Kong, Hong Kong
Economics Summer Program, July - August 2011

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 2013
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 2012
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 2011
(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, 2015;
Trainee, New Jersey Marathon for April 2012

References: Available when requested
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 2016  

University College London, University of London, London, United Kingdom  
BS in Economics, June 2015  
Honors: President’s Scholarship, First Class Honors Obtained

The Chinese University of Hong Kong, Hong Kong, China  
Economics Summer Program, Summer 2011

PROFESSIONAL EXPERIENCE
Morgan Stanley, UK Ltd., London, United Kingdom, Summer 2014  
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 2012 and 2013  
Intern, Financial Controlling Support (Summer 2013)  
• 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 2012)  
• 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 2011  
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, 2015  
Volunteer, Revlon “Walk for the Cure,” 2014  
Member, International Student Organisation, AIESEC, London, 2012
First-Year Student

MICHAEL MASON
000 Lerner Hall • New York, NY 10027
mm0000@columbia.edu • 212-555-5555

EDUCATION:
Columbia University, Columbia College, New York, NY Bachelor of Arts
Boston High School, Boston, MA
Expected May 2019

HONORS:
Columbia University Kluge Scholar (Four Year Scholarship)
Harvard Book Award (2014)

EXPERIENCE:
Boston University Medical Center, Boston, MA
January 2013–February 2015
Medical Volunteer, Neuro 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

Joe’s Bagels, Brookline, MA
November 2013–September 2014
• Provided fast, efficient, and courteous service to all patrons
• Operated cash register by totaling bills, receiving payments, and distributing receipts
• Ensured adequate supplies of change and correct amount of money at ends of shifts for proper reconciliation

Boston High School Student Council, Boston, MA
October 2013–May 2015
• 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 2013–March 2015
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 Balloon Dance Team, Member
September 2015–Present
Columbia University College Democrats, Member
September 2015–Present

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

Engineering (Undergraduate)

Eva Danielle Boone
0000 Lerner Hall, 2920 Broadway, New York, NY 10027
(917) 123-4567 | edb9876@columbia.edu

EDUCATION:
Columbia University, The Fu Foundation School of Engineering and Applied Science New York, NY – May 2016
Bachelor of Science – Civil Engineering (Concentrations: Structural Engineering, Construction Management), Architecture Minor GPA: 3.3

Relevant Coursework:
• Principles of Construction Techniques
• Dynamics and Vibrations

SKILLS:
Design: AutoCAD, Architectural Desktop, Maya 3-D Animation, SAP2000
Computer: Microsoft Office (Word, Excel, Publisher, PowerPoint), MATLAB, ArcGIS Mapping, Adobe Photoshop
Language: Conventional Japanese

ENGINEERING EXPERIENCE:
Mba Disney / ABC Television Group New York, NY
Junior Project Engineer, Office of Engineering, Technology, and Construction Management Intern January 2015 – Present
• Ensured facilities are operated and maintained through demand and preventative maintenance, contract and vendor management, life cycle management of assets, and project and financial management of capital projects
• Acted as the point of contact and led the management of the design and construction phases of difficult installations and complicated projects

Martin Horn Inc., General Contractors Charlottesville, VA
Construction Management Intern May 2014 – July 2014
• Aided the Construction Superintendent on an $8 million major renovation project at South Slaughter Hall of UVA Law School
• Performed construction and administrative duties including progress reports, updating change orders, plan changes, and RFIs while facilitating the communication and collaboration between contractors, subcontractors, architects, specifiers and engineers
• Supplied the Construction Superintendent in interpreting and explaining plans, contracts, and technical information to workers
• Instructed, supervised, and coordinated on-site construction operations of subcontractors and laborers

ENGINEERING ACTIVITIES:
Engineers Without Borders – Morocco, Columbia University Chapter New York, NY
Project Team Lead, Design Team Lead September 2015–Present
• Provided fast, efficient, and courteous service to all patrons
• Operated cash register by totaling bills, receiving payments, and distributing receipts
• Ensured adequate supplies of change and correct amount of money at ends of shifts for proper reconciliation

Sample: AISC-ASCE Student Steel Bridge Competition, Columbia University Chapter New York, NY
Team Member (Designer and Constructor) September 2015–Present
• 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

Other Work Experience:
Columbia University Athletics, Club Sports Supervisor, Intramural Official, New York, NY
Farmington Country Club, Summer Camp Counselor, Charlottesville, VA
Soccer Organization of Charlottesville and Albemarle, Coach, Referee, Charlottesville, VA

LEADERSHIP EXPERIENCE:
Kappa Alpha Theta, Epsilon Upsilon Chapter, Chief Marketing Officer, New York, NY
February 2013 – Present

Soccer Organization of Charlottesville and Albemarle, High School Soccer Coach, Charlottesville, VA
June 2013 – August 2014

SOCOA Emcee/Lightning Premier Travel Soccer Team, Captain, Charlottesville, VA
January 2008 – March 2012
## Engineering (Masters)

**ADITYA R. SUD**  
1111 Broadway, Apt 1A, New York, NY 10027  
(212) 705 - 1111  
an2246@columbia.edu  
http://www.linkedin.com/in/adityasud

### EDUCATION

<table>
<thead>
<tr>
<th>School</th>
<th>Degree / Course</th>
<th>Location</th>
<th>Expected Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia University</td>
<td>School of Engineering and Applied Science</td>
<td>Master of Science (M.S.) in Mechanical Engineering, GPA: 3.8</td>
<td>New York, NY</td>
</tr>
<tr>
<td>University of Mumbai</td>
<td>Santwadi College of Engineering</td>
<td>Bachelor of Science in Mechanical Engineering (Passed: First Class)</td>
<td>Navi Mumbai, India</td>
</tr>
<tr>
<td>Maharashtra State Board of Technical Education</td>
<td>Agnel Polytechnic Vashi</td>
<td>Diploma in Mechanical Engineering (Passed: First Class with Distinction)</td>
<td>Navi Mumbai, India</td>
</tr>
</tbody>
</table>

### EXPERIENCE

<table>
<thead>
<tr>
<th>Company</th>
<th>Position</th>
<th>Location</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air India Ltd.</td>
<td>Intern</td>
<td>Component Overhaul Division</td>
<td>Mumbai, India</td>
</tr>
<tr>
<td>Steven Cabrera, C.P.A, P.C.</td>
<td>Administrative Assistant</td>
<td>White Plains, NY</td>
<td>May – August 2013</td>
</tr>
<tr>
<td>Agnel Polytechnic Vashi</td>
<td>Team Lead</td>
<td>Overhauling Aircraft Structures</td>
<td>Navi Mumbai, India</td>
</tr>
<tr>
<td>Centre for Career Education</td>
<td>Community Advisor</td>
<td>New York, NY</td>
<td>September 2013 – Present</td>
</tr>
<tr>
<td>Columbia University</td>
<td>Business Relations Coordinator</td>
<td>New York, NY</td>
<td>January 2013 – Present</td>
</tr>
</tbody>
</table>

### PROJECT EXPERIENCE

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Company</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>Design of a Multi-Stage Axial-Flow Compressor</td>
<td>Columbia University</td>
<td>Nov 2015–Present</td>
</tr>
<tr>
<td>Micro-generation: Design and Fabrication of a Windturbine</td>
<td>Agnel Polytechnic Vashi</td>
<td>July 2010–May 2011</td>
</tr>
<tr>
<td>Design &amp; Analysis of a Windturbine with ANSYS</td>
<td>Agnel Polytechnic Vashi</td>
<td>July 2010–May 2011</td>
</tr>
</tbody>
</table>

### LEADERSHIP & ACTIVITIES

<table>
<thead>
<tr>
<th>Organization</th>
<th>Position</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member, Society of Automotive Engineers (SAE-India)</td>
<td>University of Mumbai</td>
<td>Jan 2012-May 2014</td>
</tr>
<tr>
<td>Member, Indian Institute of Industrial Engineers Engineering Students Association (MESA)</td>
<td>Agnel Polytechnic Vashi</td>
<td>Jan 2010-May 2011</td>
</tr>
<tr>
<td>President, Mechanical Engineering Students Association (MESA)</td>
<td>Agnel Polytechnic Vashi</td>
<td>July 2009-May 2011</td>
</tr>
</tbody>
</table>

### SKILLS

- AutoCAD, SolidWorks, CATIA V5, ANSYS 13.0, Matlab R2013a, Primavera Project Management, ProModel, Microsoft Office, Adobe Photoshop CC
- Engineering: CAD (Drafting), 3D Modeling, Analysis and Validation, DES, Design for Manufacturing (DFM, DFMA)
- Certification: Master Diploma in Product Design & Analysis, CADD Centre Training Services (Navi Mumbai)

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## Finance

**LOUIS CABRERA**  
1111 Lerner Hall, 2920 Broadway New York, NY 10027  
212-456-7890  
k1234@columbia.edu

### EDUCATION

<table>
<thead>
<tr>
<th>School</th>
<th>Degree / Course</th>
<th>Location</th>
<th>Expected Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia University</td>
<td>Columbia College</td>
<td>Bachelor of Arts in Mathematics, Dean’s List, GPA 3.3</td>
<td>New York, NY</td>
</tr>
</tbody>
</table>

### PROFESSIONAL EXPERIENCE

<table>
<thead>
<tr>
<th>Company</th>
<th>Position</th>
<th>Location</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Suisse Investment Banking Division Case Competition</td>
<td>Research Assistant</td>
<td>New York, NY</td>
<td>June – August 2014</td>
</tr>
<tr>
<td>Steven Cabrera, C.P.A, P.C.</td>
<td>Administrative Assistant</td>
<td>White Plains, NY</td>
<td>May – August 2013</td>
</tr>
<tr>
<td>Agnel Polytechnic Vashi</td>
<td>Business Relations Coordinator</td>
<td>New York, NY</td>
<td>January 2013 – Present</td>
</tr>
<tr>
<td>Sabor Latin Dance Troupe, Columbia University</td>
<td>Vice President and Dance Director</td>
<td>New York, NY</td>
<td>August 2013</td>
</tr>
</tbody>
</table>

### SKILLS AND INTERESTS

- Computer: Microsoft Office Suite, STATA
- Language: Fluent in Spanish
- Interests: Latin American Literature, Partner Dancing, Soccer
EMILY WARREN
355 West 86th Street, Apt 6A, New York, NY 11100 • (646) 888-5500
ew1@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

City College of San Francisco
Associate Degree in Liberal Studies
GPA: 3.85/4.0

HONORS:
• Columbia University Deans List, Fall 2013, Spring 2014, Spring 2015
• Featured in The New York Times for leadership role with The Columbia Ballet Collaborative, 2014
• ARTS Award, National Foundation for Advancement in the Arts, 2008

PROFESSIONAL EXPERIENCE:
The Columbia Ballet Collaborative (CBC)
Co-Founder and Executive Director
New York City, New York
May 2014 – Present

• Developed and presented a business plan and pitch to launch a Mexican take-away restaurant to a panel of entrepreneurs and business mentors
• Led a six member team in conducting interview-based market research of the United Kingdom’s Christian community to assess the financial potential for an all-in-one radio broadcast system within this market
• Co-created industry and competitor positioning studies for a secluded English country house hotel looking to grow their wedding business
• Created consulting reports and PowerPoint presentations to propose two-year marketing strategies for both a secluded English country house hotel and a radio equipment manufacturer

New York City Ballet
Professional Ballerina
New York, New York
September 2008 – May 2011

• Joined as Apprentice and promoted to Corps de Ballet
• Performed in numerous soloist and corps roles while touring the United States and Europe

San Francisco Ballet
Pre-Professional Ballet Dancer
San Francisco, California
June 2005 – August 2008

• Awarded full merit scholarship to train with the San Francisco Ballet School for two years
• Performed in over one hundred concerts with the SFB, including The Nutcracker and The Sleeping Beauty

LEADERSHIP ACTIVITIES:
Advisor and Dancer, The Columbia Ballet Collaborative
September 2014 – Present

Contributes, Anthropology Journal, Columbia University
September 2013 – Present

SKILLS:
Computer: Microsoft Office Suite and STATA
Language: French (proficient)

EDUCATION:
Center for Career Education, New York, NY
Career Planning Guide (Expected Graduation May 2016)

Columbia University, School of General Studies
New York, New York

EXPERIENCE:
City College of San Francisco
Business Development Intern (NBC News)
San Francisco, California
Associate Degree in Liberal Studies
May 2013

• Developed presentations for NBC News correspondents by conducting research on business consultants providing Hostile Environment Training to journalists broadcasting from dangerous locations
• Wrote successful grants, including the Gatesy Foundation grant for $1,000
• Negotiated contractual agreements between CBC and various choreographers and photographers
• Budget all of CBC’s performances and events since its founding in May 2014

Auricenna Consulting Group (Columbia Experience Overseas)
Consultant
London, England
June 2015 – August 2015

• Developed and presented a business plan and pitch to launch a Mexican take-away restaurant to a panel of entrepreneurs and business mentors
• Led a six member team in conducting interview-based market research of the United Kingdom’s Christian community to assess the financial potential for an all-in-one radio broadcast system within this market
• Co-created industry and competitor positioning studies for a secluded English country house hotel looking to grow their wedding business
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LEADERSHIP ACTIVITIES:
Advisor and Dancer, The Columbia Ballet Collaborative
September 2014 – Present

Contributes, Anthropology Journal, Columbia University
September 2013 – Present

SKILLS:
Computer: Microsoft Office Suite and STATA
Language: French (proficient)

EDUCATION:
Columbia University, New York, NY
Bachelor of Arts in Political Science (GPA: 3.4/4.0)

EXPERIENCE:
City College of San Francisco
Business Development Intern (NBC News)
San Francisco, California
Associate Degree in Liberal Studies
May 2013

• Developed presentations for NBC News correspondents by conducting research on business consultants providing Hostile Environment Training to journalists broadcasting from dangerous locations
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LEADERSHIP ACTIVITIES:
Advisor and Dancer, The Columbia Ballet Collaborative
September 2014 – Present

Contributes, Anthropology Journal, Columbia University
September 2013 – Present

SKILLS:
Computer: Microsoft Office Suite and STATA
Language: French (proficient)
International

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

EDUCATION
Columbia University, Graduate School of Arts and Sciences, New York, NY Degree Expected May 2016
MA Mathematics of Finance
Relevant coursework: Corporate Finance, Capital Markets, Research Methods GPA 3.95/4.0

Double degree programme: Universitit Hamburg, Hamburg, Germany June 2012
MSC Program in Economics and Statistics – Fakultat Wirtschafts- und Sozialwissenschaften
Relevant coursework: Probability, PDEs, Macroeconomics

MSC in Economics and International Relations
Relevant coursework: Long Wave Theory, Statistics, Operations Research

WORK EXPERIENCE
EBRD Representative Office, Moscow, Russia
Monetary and Economic Department
• Contributed statistical assistance to policy notes and working papers
• Provided research assistance to the EBRD Eastern European Research Programme

Research Analyst June 2012–Dec 2013
EBRD Headquarters, London, United Kingdom
Research Support
• Provided econometric assistance for research projects
• Compiled and processed statistics for regular publications (the Quarterly and Annual Reports)
• Performed statistical assistance to policy notes and seminars

Deutsche Bank AG (DB) Jan 2012–June 2012
DB Headquarters, Frankfurt am Main, Germany
The DB Econometrics Internship Programme
Econometric Modeling Division
• Collaborated with team in charge of macroeconomic projections for Euro area

The DB Statistics Internship Programme July 2011–Dec 2011
Financial Institutions and Markets Division
• Researched Monetary & Financial Institutions – Interest Rates: data production and review
• Drafted assessment reports and liaised with central banks

TECHNICAL SKILLS
Programming: C, C++, Matlab, FAME
Statistical software: EViews, R, STATA
MS Office: Access, Excel, Visual Basic for Applications, Word

LANGUAGES
German: Fluent.
French: Fluent reading. Proficient writing and speaking

SCHOLARSHIPS
• LSE Graduate Fellowship Program 2010–2011
• DAAD (Deutscher Akademischer Austausch Dienst)
• ERASMUS scholarship

Business (experienced/alumni)

GREGORY M. SMITH
400 W. 90th STREET, APT 10D • NEW YORK, NY 10029 • gsm22@columbia.edu • 646-222-3333

EXPERIENCE
Huron Consulting, New York, NY October 2006–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.
• Developed internal infrastructure of group as fourth most tenured person on the team; assisted in growing team from four to forty people; oversaw undergraduate recruiting; trained and coached junior employees including creation of 400-page training manual and led feedback sessions.
• Advised client on the $1.1 billion acquisition of Ascential Software.
• Awards: Received Chairman’s Volunteer Award (2009); National Tessie Award for Volunteerism (2010).

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 for global air carrier.
• Collaborated with team of five to advise growing coffee company on strategic branding initiatives.

JP Morgan, New York, NY Summer 2004
Intern
Gained exposure to global bond market.
• Developed Excel tools to facilitate research by management on technology firm.
• 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 2011–Present
Executive Committee Member—Campaigned to end global poverty.

Wall Street Volunteers, New York, NY 2008–2010
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 2012
Master of Arts in Statistics
Activities: Member, Statistics Society (2010–2011)

University of Pennsylvania, Philadelphia, PA 2005
Bachelor of Arts in Economics: Minor in History; GPA: 3.7/4.0
Honors: Cum Laude; Phi Eta Sigma; Golden Key Honors Society; National Society of Collegiate Scholars
Jane Kimball  
1 W. 72nd Street  
New York, NY 10023  
jkimball@columbia.edu • (212) 111-1111

EDUCATION  
Columbia University, School of the Arts, New York, NY  
M.F.A., Theater Directing, Expected 2016

Boston University, New York, NY  
B.A., English Literature, cum laude, 2006

BUSINESS EXPERIENCE  
Bessemer Trust, New York, NY  
Marketing Manager, 2011–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, 2009–2011  
• Performed basic administrative duties for high-level executives.  
• Arranged and managed client meetings, arranged travel itineraries, and managed confidential material.

Boston Directors’ Lab, Boston, MA  
Founder and Managing Artistic Director, 2007–2009  
• Founded and managed day-to-day business of publicly funded, semi-professional, nonprofit 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 season, coordinated productions.

American Repertory Theatre, Cambridge, MA  
Dramaturg/Assistant Literary Manager/Assistant Artistic Administrator, 2006–2007  
• 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, 2015–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, 2014–2015  
• 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, Tacleo, 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.

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

EDUCATION  
Columbia University, New York, NY  
BA in English and Comparative Literature, May 2010  
• Magna Cum Laude, GPA: 3.96, Dean’s List (2006–2010), 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 2010  
• 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 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. Undergraduates 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 in edited volumes, articles for online magazines, etc. Be sure to 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**: 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 in your field.
- **Skills/Languages**: Relevant computer skills, foreign languages, technical skills, lab skills, and research skills.

What Should My CV Not Include?

See complete list on page 15.
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 Resources

- Try searching the archives of The Chronicle of Higher Education’s (chronicle.com/section/Home/5) online advice content for “CV” where 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 U.S. History, Expected May 2016
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 U.S. History, May 2012
M.A. in U.S. History, May 2011
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 2008
Honors Thesis: “The Nixon Administration”

FELLOWSHIPS AND AWARDS:
Matriculation and Facilities Fellowship, Columbia University, 2009–2011
Interdisciplinary Fellowship, Columbia University, 2009–2010
President’s Fellowship, Columbia University, 2009–2014
Gross Travel Grant, University of Southern California, 2007

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, 2013–2014
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, 2011–2012
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, 2010–2011
Assisted Professor Francisco Magellan in his course “The United States since 1945.” Helped create
curriculum; 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, 2014–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, 2010–2012
Researched issues in New York City history; selected writers for publications and exhibits.

Houghton Mifflin Company, Boston, MA
Writer, 2008–2009
Researched and wrote reference articles on diverse topics in American history.

ABC News, Los Angeles, CA
Researcher, 2006–2008
Verified the historical accuracy of special programming on American history.

PUBLICATIONS AND PRESENTATIONS:
“Class Conflict in a Working Suburb of San Francisco in the 1920s.” Paper presented at the Annual

“Working Class in Los Angeles in the 1920s.” Paper presented at the Los Angeles History Research
Group. San Marion, CA, November 2013.

“Alcoholism in America” (with Alison Lee). Report prepared for the National Institute on Alcohol

“An Analysis of the Recent Presidential Campaigns.” Paper presented at the Conference on the Presi-
dency, sponsored by the Center for the Study of the Presidency. Erie, PA, April 2008.

MEMBERSHIPS AND SERVICE:
American Historical Association
Organization of American Historians
Western Association of Women Historians
President, Graduate History Association, Columbia University, 2010–2012

LANGUAGES:
Reading and basic speaking competence in French and Spanish
**Sciences**

**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 2016  
Master of Philosophy, May 2014  
Master of Arts, May 2011

**Swarthmore College**, Swarthmore, PA  
Bachelor of Arts, Chemistry; with Honors, May 2010

**RESEARCH EXPERIENCE**

**Columbia University, Department of Chemistry**, New York, NY  
2011–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 (SARs).

**Swarthmore College**, Swarthmore, PA  
2008–2010  
Presidential Senior Scholar (2009–2010)  
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** (2008–2009)  
Awarded college support to work on the synthesis of potassium channel blocker, kalkitoxin. Chosen to present research at the Regional Murdock Conference at Duke University in 2006.  

**HONORS/AWARDS**

**Columbia University:**  
Roche Excellence in Chemistry Award  
National Science Foundation (NSF) Pre-Doctoral Fellowship  
Faculty Fellow, Chemistry  
Delta Sigma Chi Balfour Fellow  
2012–2015

**Swarthmore College:**  
Rhodes Scholarshio, Pennsylvania State Finalist  
Delta Sigma Chi International Balfour Finalist  
AICF Senior WU Chemist Award  
Senior Key  
2009–2010

**PUBLICATIONS**


**TEACHING EXPERIENCE**

**Columbia University**  
2010–2012  
Teaching Assistant (2009–2011)  
Synthetic Methods in Organic Chemistry (graduate course): Dr. Tim Jones, Spring 2011. Substitute lecturer in absence of professor (four classes)  
General Chemistry I (undergraduate course): Dr. Paul H. Wright, Fall 2011; Dr. Ted J. Grey, Fall 2010  
Preceptor (2010)  
Head TA responsible for overseeing eight fellow graduate student TAs

**Swarthmore College**  
2010  
Teaching Assistant  
Advanced Organic Synthesis Lab (Spring 2010)  
Organic Chemistry I—Taught two guest lectures to a class of fifty undergraduates (Fall 2010)

**LEADERSHIP / SERVICE**

**Columbia Science Honors Program**  
2012  
Instructor  
Taught an introductory synthesis course to advanced high school students from the New York area (Fall 2012)

**Columbia University Synthesis Literacy Group**  
2012  
Founder  
Created organization and website (http://www.columbia.edu/cu/chemistry/groups/synth-lit/) (Fall 2012)

**Columbia University Graduate Student Council**  
2012–2014  
Class Representative (2012–2014)

**PROFESSIONAL AFFILIATIONS**

American Chemical Society (2011)  
New York Academy of Sciences (2012)
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 and, since it is often your first introduction to a prospective employer, it should persuade the employer that you are a good fit for the position. Research the fields, employers, and jobs you are targeting and the specific skills, experience, and personal qualities that they seek. Once you have this information, you will be able to determine what material from your CV you should use for your resume and what material you may want to add. Remember: a good resume emphasizes those qualifications, skills, and accomplishments that are relevant to a given position or industry.

Do I Have 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 scholar, take a skills assessment like the ones found on pages 6–10, or schedule an appointment with a career counselor. Some examples of transferable skills 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

1) Research and identify skills and qualifications sought by your prospective employers.
2) Generate a list of your transferable skills, jobs, and other relevant experience.
3) Choose headings and organize your information to present your most relevant experience first.
4) Use action-oriented verbs when you describe your skills, achievements, and experiences.
5) Make sure your formatting is clear, your content concise, and your usage consistent.
6) 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

- “Career Talk,” The Chronicle of Higher Education. Search the online advice columns for this series, which includes useful advice and sample resumes.
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 2011–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 2010–May 2012
• Designed and taught several full lectures in absence of professors
• Taught tri-weekly recitations to supplement lecture courses in organic chemistry for two years
• Developed and presented problem sets and examinations
• Evaluated and provided feedback on student performance throughout academic year

Instructor, September–December 2012
• Designed and presented a weekend introductory synthesis course to NYC area high school students through the Columbia Science Honors Program

EDUCATION

Columbia University, Graduate School of Arts and Sciences, New York, NY
Ph.D. American History, Expected May 2016
M.Phil., May 2014; M.A., May 2012, G.P.A.: 3.9/4.0
• Selected Honors/Awards: National Science Foundation (NSF) Pre-Doctoral Fellowship
• Coursework at Columbia Business School: Foundations of Strategy; Management and Leadership

Swarthmore College, Swarthmore, PA
B.A., History summa cum laude, May 2008
• 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 for the specific job to which you are applying. You should uniquely tailor your cover letter for each organization and position. Since every organization and job description is different you cannot write one general form letter to use for all of your applications. Cover letters allow you to expand on your resume and accentuate information relevant to the position. You should demonstrate knowledge and enthusiasm for the organization to which you are applying. The cover letter should be interesting, compelling, unique, and genuine. Cover letters are also writing samples and enable employers to get a sense of your writing skills and style. (Cover letters should always accompany resumes unless the employer indicates otherwise.)

Before You Write the Cover Letter

- **Research the employer:** Learn 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:** The job description tell you exactly what the employer is looking for. The job duties and qualifications are often listed in order of priorities and sometimes items are mentioned more than once so you know that they are important to the employer.
- **Analyze your background:** Ask yourself why you would be a good fit for this position. Think of what you have done in classes, projects, work experience, internships, volunteer work and activities that are similar to the duties required of the job.

Format of the Cover Letter

- Keep cover letters short—three or four paragraphs and less than one page.
- A cover letter is structured like a business letter as shown in the samples.
- Your contact information should be listed at the top of the page either in the same format as your resume or on the top left or right margin as shown in the samples.
- Your letter should be addressed to the specific individual who has the capacity to hire you. If you do not know the name of the person, try to research the organization online or call to find out the correct name and spelling and the person’s title. If you cannot get this information or are not 100% sure, address the letter to Dear Hiring Manager or to the title mentioned in the job description.
- Use the active voice, keeping your tone positive and professional. Avoid beginning too many sentences with “I.” Make sure that the grammar, sentence structure and spelling are perfect.
- 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.

Structure of the Cover Letter

- **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. It is not necessary to repeat your contact information as it is already listed at the top of your letter.

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.

Photos by Char Smullyan
December 15, 2015

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

Dear Ms. Greene:

I am writing to express my interest in a 2016 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 2016. 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 communicate findings to my colleagues and the general public. 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 hallmark “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
Sample Cover Letter (with comments)

October 8, 2015
Ms. Ellen Neal
Barclays Capital
Investment Banking Division
200 Park Avenue
New York, NY 10166

Dear Ms. Neal:

I am applying for the position of Investment Analyst listed on the job posting site of the Center for Career Education at Columbia University. I was referred to this position by Mr. Charles Zimmer, an analyst in your company with whom I met and spoke with at a networking event at Columbia. I am currently a senior, majoring in Economics with a Business Concentration and I will be graduating in May 2016. I believe that I am a great fit for the Analyst position because of my financial research experience and quantitative skills, a record of teamwork and leadership, and rich international background.

As a 2015 summer analyst on the portfolio team of JPMorgan Chase, I researched numerous international companies utilizing SAS/STAT and MATLAB to build financial models and projections for leveraged buyouts and credit reviews, often working under time pressure. In addition to writing financial reports, I also created and delivered PowerPoint presentations about my team’s research in bi-weekly meetings with fund managers. In addition, my proficiency in Spanish was put to good use analyzing data and financial media sources from Latin America. At the end of the summer, my market insights and investing abilities were put to the test and rewarded during the Intern Investment Competition. My own contributions and those of my talented teammates were recognized by the Chief Economist and fund managers who unanimously declared the team I led the winner of the competition.

Currently, as Treasurer of Columbia College’s Student Government Association, I administer financial transactions for over 100 student organizations with a $500,000 budget. This role draws on my attention to detail and demonstrates my ability to succeed in a rigorous academic program while balancing multiple priorities. As someone who is involved in a number of community volunteer activities, I am impressed by Barclays Capital’s commitment to service projects such as mentoring at-risk students and serving food in homeless shelters.

Barclays Capital’s client-centered philosophy and global market position and reputation combined with the opportunity to contribute to the community make this a great opportunity and I feel that my skills and experience make me a great fit. I would welcome the opportunity to further discuss my qualifications and what I could add to your company.

Sincerely,

Alex Mantilla

000 Lerner Hall
New York, NY 10027
(917) 555-0000
am2127@columbia.edu

If you are not 100% sure of the person’s name, address the letter to Dear Hiring Manager.

The student states what position he is applying to and where he saw it posted. He also gets the Columbia name into the first sentence.

Being referred to the position by someone who works in the company will greatly increase the chances of getting an interview. Note—make sure you have the contact’s permission to use his or her name.

The student introduces himself and starts to lay out his qualifications.

In this paragraph, the student addresses many of the hard skills in the job description such as SAS/STAT and MATLAB and research abilities. He also emphasizes soft skills like communications (writing and presentations) and advanced knowledge of Spanish.

Here he demonstrates teamwork and leadership skills and points to a nice accomplishment of winning the competition.

The student shows responsibility and leadership.

The student demonstrates knowledge of the company culture and identifies with those goals.

The student identifies the position as a great opportunity but emphasizes what value he would add rather than what he would get out of the job.

These letters (and on pages 39, 41, and 43) 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.
July 23, 2015

Running Specialty Group
The Gart Companies
299 Milwaukee St., Suite 500
Denver, CO 80206

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 proofreads, 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 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. Thank you for your time and consideration.

Sincerely,
Janis Dean

See Amy’s resume on page 30.
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.

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
General Tips

- Tailor your letter to the specific institution and department to which you are applying. Visit the department's website or request a course catalog so that you are familiar with the course offerings and any special programs.
- Your letter should, ideally, be addressed to a specific individual. Alternatively, you can address it to a search committee; be sure to use correct titles.
- Have several people review your cover letter both for content and for grammatical errors. Ask your advisor and, if possible, a junior faculty member or peer who has been on the market recently.

Academic Cover Letter

123 West 110th St., Apt. 2A
New York, NY 10027
(212) 555-7890
tjr1234@columbia.edu

November 1, 2015

Professor John Andrews, Search Committee Chair
Committee for Asian Studies
Humanities Faculty
University of Chicago
5848 S. University Ave., Kelly Hall 104
Chicago, IL 60637

Dear Professor Andrews:

I am writing to apply for the position of Assistant Professor of Asian Studies, as advertised by your department through Academia.edu on October 29th. I am currently a doctoral student in the Department of East Asian Languages and Cultures at Columbia University. By May 2016, 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 2015 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 spiritualism 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 2010, I taught an intensive undergraduate survey course in Asian literature at Columbia. For this course, I adopted 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 2012. 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 contact with a recruiter at a career fair or information session.
- 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?

- Almost all thank-you letters are now sent by email.
- If you expect to receive the job decision quickly, you should send your thank-you note immediately. In any case, your thank-you note should always be sent within 24 hours.

Thank-You Letter

Dear Mr. Brock,

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 Musial

QUICK TIP: If you were unable to answer a question during an interview, you can mention the appropriate response in the thank-you letter.
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 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 2014 survey conducted by Jobvite, a recruiting platform, 93% of companies review social profiles of job candidates and 73% have hired a candidate through social media. 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 gauge 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 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 67–74 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 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, they will invite you for an interview. The interview is designed to closely evaluate your skills, experience and motivation to determine whether you will fit well within 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.

Your Chance to Interview the Employer

While an interview is typically viewed primarily as an evaluation of the candidate, you should also consider it a crucial opportunity for you to evaluate the employer. There is a great deal of information you can gather through secondary research, but there are many aspects of a job and an organization that you can only discover by speaking with the employer and observing the environment. Before your interview, identify what questions you need answered in order to determine if this is the right position for you. At the end of the interview, you can ask questions about the role, division, organization, industry, etc. (see page 54 for a sample list of questions) and, throughout the interview, observe the people and office space to get a sense of the culture.

Preparing for Your Interview

Follow these steps to best prepare for an interview.

- **Research the company and industry**: 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 literature, website, and social media activity. The CCE website provides many industry resources, including free access to the Vault and Wetfeet Career Libraries. If possible try to identify and speak to people in the organization (through CCE, peers, faculty, and family) to gain insider knowledge.

- **Identify your goals and skills**: Why do you 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. Think about how those skills, personal qualities, and academic and co-curricular experiences make you the best candidate. See page 9 for top 10 personal qualities/skills sought by employers and meet with a CCE career counselor to discuss how to identify transferable skills.

- **Practice your interviewing skills**: 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 or 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.
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., 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. Build in additional time to ensure you are not late.
- Examine your clothing for stains and wrinkles. Look for scuffs on your shoes. For additional information, 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.
- Get a good night’s sleep.
- Print multiple copies of your application materials (resume, cover letter, references, writing sample). Plan to bring a notepad, pen, and folder for the copies of your resume.

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.
- Avoid any scents or jewelry that may be distracting to the employer. Do not smoke right before your interview and do not wear excessive amounts of perfume, cologne, or aftershave.
- 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.
- Provide evidence that you are the best candidate for the job by relating your skills, accomplishments, and objectives to 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:
After the Interview

- Send a thank-you note within 24 hours of the interview. (See the sample Thank-you Letter on page 44.) Your form of correspondence (email vs. 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. When sending an email make sure to send it at a reasonable hour (before 11p.m. and after 5a.m.). 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 the opportunity to interview. Address the note to the correct person using his or her title.

- Follow up professionally and only once, if you do not hear from the employer after the reply date that the interviewer indicated. Call or email the interviewer or human resources representative and inquire about the position and hiring timeline.

- Evaluate your performance. Did any questions stump you? Now is the time to improve your answers for the next interview.

- After a first round interview, you may be called back for additional rounds of interviews. This process will vary by employer. For those participating in On-Campus Recruiting, keep in mind that second round interviews are typically not held at CCE, but at company offices. In these follow-up interview(s), you may meet with more than one person or participate in a group interview. Questions may be more specific and focused on particulars of the job and industry. This is 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 in the work environment.

- If a job offer is provided 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. At that point, ask about the company’s timeline and deadline for your answer.

Types of Interviews and Questions

Most employers utilize traditional behavioral interview formats to assess the potential fit of a candidate, but there are various methods of interviewing employers may utilize to evaluate a candidate’s fit in “out of the box” ways. Some interview formats include the following:

- **Traditional Interviews**—these questions focus mainly on general information that you can answer directly; for example, your interests, strengths, and experiences. Know your resume thoroughly and be able to speak about your experiences. Use examples to give the interviewer a sense of who you are as a person, student, and potential employee.

- **Behavioral Interviews**—these questions are based on the premise that past behavior predicts future performance. To answer these questions, identify the skills an employer is most interested in and select examples of times you have demonstrated them. Examples can be drawn from your academic coursework, internships, volunteer work, and student activities. To structure your answers, you may wish to use the SARA (Situation, Action, Results, Application) framework (see pages 56–57 for more information).

- **Technical Interviews**—engineering, technology and science-based employers tend to include or focus the entire interview solely on technical questions. Technical interview questions test your familiarity with subject-specific
information and ask you to demonstrate that knowledge live (examples may include using a white board to explain a concept and its applications or writing code in front of the interviewer). The best way to prepare for technical questions is to conduct research to find out what types of questions you can expect and then review the materials from the classes in which you learned the skill set. Perhaps ask a friend who has a similar skill set to test you prior to the interview. Company websites, Glassdoor.com, CCE’s Career Resource Center Library, and faculty are just a few resources you can utilize to learn about sample technical questions.

• **Case Interview**—hypothetical case questions look to identify how you might handle a particular situation or approach a problem you are likely to face in the role for which you are applying. See page 55 for information about case interviews for consulting jobs.

• **Group Interviews**—a group interview is designed to see how you interact with others, what your leadership style may be, how you participate in a discussion around a specific topic area, and/or how you collaborate to accomplish a shared problem or task.

• **Personality Tests**—this type of interview is becoming less common, but does still exist throughout a variety of organizations. The personality test is usually administered online either before you meet with the company in person or during your first in-person interview. The purpose of the test is to present the potential employer with data to determine if you are a good fit for a particular job, asking questions that may probe at your work ethic, fit within the company culture, or ability to manage stress.

• **Brainers—**these interviews are designed to assess how quickly you can think on your feet and how you might approach complex problems. Questions could range from “How many ping pong balls would fit in this room?” to “How many people are shopping on Amazon in the Midwest on a Friday at 3:00 p.m.?” The most important thing to keep in mind when answering this type of question is that the interviewer is testing how you logically come up with an answer, so you will want to verbalize your thought process. The process is more important than the answer.

• **Task/Project Interviews**—this type of interview may present you with a specific task or project that mirrors the activities of the job, itself. The task may include creating your own public relations campaign for a new product, having a mock conversation with a frustrated client, or synthesizing and evaluating data and making recommendations as to the ways it may impact organizational procedures. Be aware that these projects can be time-consuming and may be used by the employer. It is appropriate to ask the employer if and/or how the company will use the product of your work and, if you feel uncomfortable, speak with a CCE career counselor about how to navigate the situation.

Make sure to ask the employer about the interview format ahead of time. Often, when employers do engage in alternative interview practices, they will be able to point you to resources on their websites and elsewhere to prepare you for the task at hand.

**Sample Questions**

There are four principal types of questions you may encounter during an interview: 1) **traditional**, 2) **behavioral**, 3) **industry specific**, and 4) **case-style**. For case-style interview information, review page 55. You cannot prepare for every possible interview question that you could get. Interviewers are trying to test your ability to think on your feet, while staying calm and focused.

**Traditional Interview Questions:**

- 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?
PREPARE

- 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 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.** 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. The employer is not interested in learning about your entire personal history. Before the interview, prepare an answer to this question. Identify several relevant qualifications that are supported by experiences on your resume and be able to explain how this can contribute to the employer. See more about answering this question on page 56.

- **What are your greatest weaknesses?** 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”). Everyone has genuine weaknesses and employers are looking for an element of self-awareness because if you are not self-aware, it is difficult to grow. In your answer, include ways that you are trying to improve upon this 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?** 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 have done 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. Be sure to adjust for the cost of living in the city of your choice. For additional help, refer to salary.com, glassdoor.com, and the Educate to Career Salary Calculator. For more information on negotiating, refer to the Negotiating Tipsheet on the CCE website.

**Behavioral Interview Questions**

**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 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 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 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. This is a small sampling of industry-specific questions, look to resources including Wetfeet and Vault career libraries and conduct personal research on interview questions.

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?

Consulting
See page 55.

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 are statistics important in Industrial Engineering?

Mechanical Engineering

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

Financial Services

- What was the closing number for the Dow Jones Industrials yesterday? (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?

Not-for-profit
- How does our mission tie to your passions?
- What are your expectations about working in the nonprofit sector?
- What experience do you have in dealing with a board and how would you ensure that you have an effective relationship with the board?
- What experience do you have fundraising or grant writing?
- What can our non-profit do to gain more supporters and reach a wider audience?
- Our organization has limited resources. Often we share administrative responsibilities, are you comfortable with this? Do you have prior experience working in similar environments?

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?

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?
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?

Depending on the requirements of the role, variations of the above questions may be asked and are legal. Check out http://hiring.monster.com/hr/hr-best-practices/small-business/conducting-an-interview/common-interview-questions.aspx for further details.

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 whether you will now, or in the future, require sponsorship 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. Keep in mind that it is important to ask questions that are specific to the position, beyond the ones indicated below.

Questions for Supervisors

- What are the ongoing or special departmental projects?
- What are the daily responsibilities of the position? (Do not ask what is directly stated in the job description.)
- 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

- What is the orientation process for new hires?
- What training and development programs are offered?
- What is the timetable for advising applicants of their status?
At a Glance: Consulting Case Interviews

What is a case interview? A case interview is the analysis of a hypothetical 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. The interviewer is attempting to assess your ability to synthesize the elements of the problem into a coherent and cohesive solution. CCE counselors are able to provide mock case interviews throughout the year. Call the CCE Front Desk to schedule a 60-minute mock case interview.

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>
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</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>
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</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>• Ask as many clarifying questions as you can about the problem</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>• Use headlines to describe what you are thinking (e.g., talk in topic sentences)</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>• PAUSE</td>
<td>• Draw pictures</td>
<td>• Show confidence in your answer</td>
<td>• Reiterate your main points</td>
<td></td>
</tr>
<tr>
<td>• Make sure you and the interviewer are on the same page about the question</td>
<td>• Ask your interviewer “Do you mind if I take 30 seconds to step back and collect my thoughts?”</td>
<td>• BE SILENT</td>
<td>• Create charts</td>
<td>• Show enthusiasm for the topic</td>
<td>• Highlight the most important parts of the conversation (so the interviewer remembers!)</td>
<td></td>
</tr>
<tr>
<td>• Ask as many clarifying questions as you can about the problem</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>• THINK</td>
<td>• Provide organization</td>
<td>• Show interest in asking for feedback from the interviewer on your approach</td>
<td></td>
<td></td>
</tr>
<tr>
<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>• (It may feel awkward, but your interviewer will see this as a sign of maturity and confidence)</td>
<td>• Think of each point you want to make as the topic sentence in a paragraph – give an overview of what you will say, and then say it</td>
<td>• Let your answer feel like a conversation – as if you are making a recommendation to a client</td>
<td></td>
<td></td>
</tr>
<tr>
<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>• Structure your response, write it down</td>
<td>• Use headlines to describe what you are thinking (e.g., talk in topic sentences)</td>
<td>• Let your answer feel like a conversation – as if you are making a recommendation to a client</td>
<td></td>
<td></td>
</tr>
<tr>
<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>• Structure your response, write it down</td>
<td>• Use headlines to describe what you are thinking (e.g., talk in topic sentences)</td>
<td>• Let your answer feel like a conversation – as if you are making a recommendation to a client</td>
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</tbody>
</table>

What else can I read/do? Case in Point by Marc P. Cosentino, Vault Case Interviews Practice Guides, and WetFeet Ace Your Case Guides. Access guides through the CCE website: careereducation.columbia.edu/resources/library. Practice with peers in the Columbia Undergraduate Consulting Club and/or Columbia Graduate Consulting Club.
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.” 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.

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 response.

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

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

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

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 pages 51–52 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 ‘SARA’: Situation, Action, Result, Application.

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

**Action:** What action did you take?
Result: What was the outcome based on the action you took? (Be sure to provide details and quantify your results where possible.)

Application: 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 SARA structure.

Situation • Action • Result • Application

Job competency you want to demonstrate: ___________________________________________________________

Situation: __________________________________________________________________________________________
____________________________________________________________________________________________________

Action(s):
1. __________________________________________________________________________________________________
2. __________________________________________________________________________________________________
3. __________________________________________________________________________________________________

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

Result(s):
___________________________________________________________________________________________
____________________________________________________________________________________________________

Application: __________________________________________________________________________________________
____________________________________________________________________________________________________

Are there any relevant quantifiable details? Are there any relevant contextual details? __________________________________________________________________
____________________________________________________________________________________________________

For a SARA framework example, visit the following CCE webpage: careereducation.columbia.edu/resources/tipsheets/finding-a-job-interview-questions
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 arrangements that 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 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. Should you use a cell phone, make sure to have good reception. Make sure to turn off call waiting so that the call won’t be interrupted.
- When you connect with the employer, make sure to make a plan should you get disconnected (i.e. decide who will take the lead in calling back).
- When your phone rings, make sure that you answer and not a family member or a roommate. 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. 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. There will inevitably be awkward pauses in between when you finish answering a question and another question is asked.
- 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. 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 show your head and the upper part of your torso.
- Dress as you would for an in-person interview.
- 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.
- Make sure the background is neat and appropriate. Remember that the interviewer will be seeing not only you, but everything behind you, as well.
- 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, or any other interruptions.

Pre-Recorded Video Interviews
Another form of interview that has become more common for first round screening is the pre-recorded video interview. This is not a “live interview” where the candidate responds to an employer in real time. Instead, the candidate receives an invitation from the employer and is able to record their responses to interview questions on their own time. Once the candidate is ready to begin, they will follow the instructions in the employer’s invitation to access the video of the employer posing an interview question. The interviewee then has a short, pre-set amount of time to think about their response before the video begins recording their answer. The candidate goes through all questions and the video recording is then submitted to the employer for review.

Acing the pre-recorded video interview:

- See the Webcam Interview tips above for equipment and recording best practices.
- Speak clearly and don’t rush through your responses. It will be vital that the employer can understand your recorded reply because they won’t be able to ask you to repeat yourself.
- The employer’s invitation may include details of how long you will have to reply and whether or not you will have the option to re-record your answer. Practice answering common interview questions within this timeframe.
- Send a thank-you email to the employer just as you would with any other interview.

Talking About Employment Gaps During Interviews
As mentioned in the Resume Section of this Career Planning Guide (see page 22), 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: e.g., 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.
Negotiating/Accepting/Declining

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

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 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 participating in On-Campus Recruiting, please refer to Policies and Procedures on page 84 regarding time allowed). Depending on the situation, it can be appropriate to ask for 1–2 weeks to make a decision. However, please note that the employer does not have to grant this request. 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.

Resources:

- Salary.com
- Quintcareers.com
- Midcareer.monster.com
- NACElink Salary Calculator
- Jobstar.org
- Collegegrad.com
- Wall Street Journal – Careers
- Glassdoor.com

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.
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 represents information you should have when accepting a job offer:

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

Important Points to Remember:

- 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 84 for more information on evaluating and responding to offers.

Ethics of Negotiating/Accepting/Declining

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.

Academic Interviews

When an academic 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.

Types of Academic Interviews

1. **Conference Interview:** This is an initial screening interview that lasts from 10 to 30 or even 60 minutes, is undertaken by the search committee members, and is 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:** See pages 58–59 for guidance on navigating phone interviews.

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 will be in your audience, 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 detail to 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 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 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).
• Take backups if you plan to use handouts or PowerPoint slides.

Photos by Char Smullyan
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. 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 people, and to approach it as a way to learn from experienced professionals. 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 to an opportunity.

Although there are many ways to find information about careers, jobs, and internships, networking puts 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. Networking often lets people share expertise that they have built up over a number of years, which can be a very positive experience for both parties.

...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
Summer CCE Network Participant

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 opportunity. 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” on our website.

- For most CCE networking events you can review CCE’s Special Events webpage and identify attendees and expected format in advance. Try to find professionals who have backgrounds that interest you as your first point of contact.
- 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.
- 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 (see next section) at a later time.

Do I Need a Business Card?

A business card is optional, but can be useful for freelance professionals and networking. Columbia Print Services offers discount business cards to students. Include your name, profession, student standing (e.g., Columbia University, Class of 2017), phone number and email. You can include a LinkedIn address, personal web site, or Twitter handle.
Introducing Yourself at a Networking Event

Conversations tend to follow this format:

- Start with “Hi, I’m [insert your name]” then ask “What brings you here today?” Or “What is your role at _________ (organization)”
- Listen to the response and ask a follow up conversation or comment on something that was said. Express interest in the person’s work and comment or ask a question (about projects, products, news items).
- Other person may ask you “What are you studying?” or “What brings you here?”
- Respond with your area of study and share 1 or 2 comments about your interests in and any relevant academic/extracurricular/work experiences.

Answer the following prompts to help you develop your story:

1. I am interested in the following career field:
2. I am interested in this area because:
3. I have related work experience, academic experience, or extracurricular experience from:

Now, go back and underline a few of the most compelling parts of your responses. Use your underlined responses to jot down talking points for your introduction. Practice your introduction. Smile, make eye contact, and firmly shake hands.

Follow-up

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 (see below) at a later time.

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 71 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.

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 over coffee, at an office, on the phone, or via Skype.

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.
Finding People to Connect With

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 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 an event on or off campus.

Tips for finding alumni:

- Create a profile on LinkedIn (see pages 73 and 74) and join groups like Columbia Career Connections, Columbia Alumni Association Network, and IvyLife. Search for alumni through groups and the 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 68).
- 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 advisors 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 SCCEN—offer participants direct connections to alumni mentors. See CCE’s web site under “Find a Job or Internship” to learn more.
- If you already graduated, you can use the University-wide alumni directory through the Columbia 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

MentorNet (mentornet.org) matches engineering, science, mathematics, and technology students with professionals for mentorship.

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, Business, and General Interest 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 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 www.nycservice.org), or Idealist.org can help to connect you to opportunities.

Getting Started and Preparing for Informational Interviewing

Since 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. Instead ask well-researched questions and start to build a relationship with a new contact. Research leads to information, which leads to hearing about openings.

• Create a list of potential contacts and an organized way of tracking communication with them.
• Approach contacts—either in person, via email, or phone—for informational interviews. See guidelines below.
• 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 once via email or phone.
• Be confident! Networking and informational interviewing are respected means of career exploration and the search for opportunities.
Sample Request for an Informational Interview

See sample note on page 71. Your initial outreach 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. Search the contact online 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 71 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 and Informational Interviewing

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?” Do not ask questions that are too personal, including those around salary.

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, 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?

Avoiding Obstacles and Common Pitfalls

While networking is an accepted American business practice, you may feel awkward at first. The following are recommendations for dealing with unexpected obstacles and situations that you may encounter while networking.

You feel uncomfortable: Practice with a friend or career counselor to build your skills and ease. Many of the people you contact will be excited to share information about themselves and the industry and might have helpful suggestions. Remember you are not requesting a large time commitment, just 20 minutes. If you do your research and respect the time of your contacts, you will discover that networking can be a great tool.

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

Inappropriate behavior: If you receive a rude response, inappropriate comment or behavior, or feel uncomfortable for whatever reason, thank the contact and 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, share industry news or events, 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.

Networking cannot replace research: Research industries, organizations, and positions before and after your networking meetings. This way, your meetings and follow-up communication will be more productive.

Quick Tip: At CCE, you can improve your networking skills by practicing a networking interaction, preparing questions for an informational interview, or sharing your 30-second introduction at a career counseling appointment.
Dear Ms. Gomez,

I am a student at Columbia University majoring in Art History and I would like to pursue a career in Arts Administration. I noticed your profile on the Arts and Artists 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 gallery in San Francisco. 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 Ruben

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

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

May 3, 2015

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 became in the field. Right after our meeting, I reviewed the website you recommended, from the American Institute of Chemical Engineering, to gain a clearer understanding of job titles and the structure of the 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.
LinkedIn is a tool for building and engaging with a professional network, researching career fields and companies, and finding opportunities. We focus here on using LinkedIn as a research tool and to connect with Columbia alumni and other professionals. First, use the tipsheet and sample on the following pages to develop your profile. Attend a LinkedIn Power Half Hour (see CCE calendar), set up a counseling appointment to have your profile reviewed, or view a LinkedIn webinar on our website’s multimedia library to learn more.

Research

• Under the Interests tab, select companies to identify potential employers and 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.
• Use the Advanced Search or 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—you will then see whether you have any shared connections.
• If you have a connection in common with an individual, he/she will appear at the top of your list. Use the “get introduced” feature to request that your connection introduce you to the professional with whom you wish to engage.
• 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.
• If you are knowledgeable in the group’s subject matter, you can post questions or responses to items in the newsfeed or on a group’s page. 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 66–71 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 or, if you’re in a group membership page, click the “send message” button. You can view a sample request for an informational interview on page 71, 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 an urban studies student at Columbia and am interested in working in international development. I would enjoy learning 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.
LinkedIn Profile Development Tipsheet

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 tipsheet as a guide to optimize your visibility and showcase your best work.

Benefits
• 94% of recruiters use or plan to use social media in their recruitment efforts and 93% of recruiters are likely to look at a candidate’s social profile according to Jobvite’s 2014 Social Recruiting Survey Results, www.jobvite.com/resources/ebooks/
• Supports your traditional job search documents; shares professional information beyond your resume
• Allows for a passive job search and enhances Search Engine Optimization (SEO)
• Expands your network beyond first degree connections and who you know
• Allows you to research organizations and industries of interest

Photo
• Should be professional and focused close up on your face
• You should be the only one seen in the photo

Headline
• The default setting is your most recent job title; edit the headline to reflect a brand statement that will attract attention
• Be creative so your headline will stand out
• Use key words related to your intended profession or industry

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 first degree connections you have, the more helpful your second degree connections you will have and the more helpful they 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.
• You can remove connections should you wish and the person will not be notified

Websites
• 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 Blog”
• You may want to also include important websites in the Summary section, which will be more immediately visible

Public Profile URL
• Claim your Public Profile URL for 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 four main questions: (1) Who are you professionally? (2) What do you do or want to do? (3) Why are you unique? (4) 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 dashes to begin your bullet points for easy scanning and start your bullets with action verbs, just as you would on a resume; see page 20 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 could 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 & Endorsements
• 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 (a minimum of five is recommended); this is another important section for SEO
• As your network endorses your skills, be sure to return the favor (if appropriate)
• Skills with the most endorsements will be listed first by default, but you can rearrange the order.

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
• If you have worked with the person previously, you can recommend them and then ask for a recommendation in return

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
• You can decide which groups you want to be visible on your profile

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.

Profile Strength
Profile strength is displayed on the right side of your profile with a profile strength meter; hold your cursor over the meter to see the next level of strength that you can reach. To increase your profile strength, update your profile regularly and include the following in your profile:
• Industry and location
• Photo
• Summary
• Current position
• Two past job positions
• Education
• Five skills
• At least 50 connections

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.

* 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.
Sample LinkedIn Profile

Rogerio Simoes
TV & Video Production / Editing, Budgeting & Scheduling
New York, New York | Entertainment

Current: Columbia University in the City of New York, His Highness Prince Bandar Saad Al-Saud
Previous: JA Creative Consulting, Citi Habitats, Firefly Creative Entertainment Group, LLC
Education: Columbia University in the City of New York

Send a message

https://www.linkedin.com/in/rogeriosimoes

Background

Summary

I am currently a senior at Columbia University majoring in Film & Media Studies. I am looking to combine my production background in operations and academic experience to transition into the creative side of content development for TV and video. I have experience assisting with photo shoots in all aspects of pre- and post-production including setup lighting, assembling sets and wrangling talent.

Email: mrs2003@columbia.edu

Experience

Intern at Center for Career Education
Columbia University in the City of New York
September 2014 – Present (10 months) | Greater New York City Area

- Scheduled student and alumni appointments with more than 20 counselors using CRM technology.
- Created and edited documents and tip sheets on CCE’s webpage.
- Performed research and update Excel databases with findings, used by counselors to communicate opportunities to students.
- Field high-volume of phone calls from students, alumni and employers for an office of 36 staff members.

- 2 recommendations
  - Maria G., Job Seeker | Student Affairs Advocate
  - Rebecca Schramm | Intern

Bookkeeper/Personal Assistant
His Highness Prince Bandar Saad Al-Saud
September 2013 – Present (1 year 10 months) | Greater New York City Area

- Manage travel arrangements, inbound and outbound correspondence and scheduling of events.
- Spearhead financial and accounting processes of report creation and account reconciliation.

Operations Manager
JA Creative Consulting
November 2012 – November 2013 (1 year 1 month) | Greater New York City Area

- Assisted with photo shoots in all aspects of pre- and post-production, set up lighting, assembled sets and wrangled talent.
- Performed research, updated website and generated content for press publications.
- Overseen office maintenance and coordinated efforts for event preparation and closing.
- Processed invoices and non-union payroll and coordinated union payroll with media services.

Lienacsd Real Estate Salesperson
Citi Habitats
July 2011 – October 2012 (1 year 4 months) | Greater New York City Area

- Managed all correspondence and scheduling; collected and reviewed all invoices, rent payments and created Excel spreadsheets.
- Conducted research and stayed abreast of market conditions and property values.
- Used bilingual skills for culturally diverse client base.
- Developed programs and resources to respond to growing needs of students, alumni and faculty members at NYU and Columbia University.

Operations Manager/Associate Producer
Firefly Creative Entertainment Group, LLC
March 2003 – October 2005 (3 years 8 months) | Greater New York City Area

- Served as liaison between company Executive Producer and network clients on all projects and programs.
- Worked with anything from 50 to 200 people throughout shoots from pre- and post-production to final creative project delivery.
- Worked closely with Executive Producer on strategic marketing initiatives that generated more business and resulted in 3 major networks added to client roster within 1-1/2 years.
- Facilitated several big shoots both on location and in studio on the same day that saved networks up to 50%.
- Completed all projects under stringent budgets and timelines (i.e., Gossip Girl, Nip/Tuck, Rescue Me, Dirt, The Riches, and Damages that ranged from $175K to $1.1M).

Volunteer Experience & Causes

Children Mentor
UNICEF
December 2006 – January 2007 (2 months) | Children

Dance instruction and mentoring of underprivileged children.
Sample LinkedIn Profile (Continued)

Causes Rogerio cares about:
- Animal Welfare
- Arts and Culture
- Children
- Civil Rights and Social Action
- Poverty Alienation

Languages

Portuguese
Spanish
Limited working proficiency

Skills

Top Skills
- Research
- Customer Service
- Microsoft Excel
- Microsoft Word
- Editing
- Microsoft Office
- Event Planning
- Film Production
- Video Production

Rogerio also knows about...
- TV Production
- Public Speaking
- Social Media
- Management
- Leadership
- Storytelling
- Visual Storytelling
- Data Analysis
- Budgets
- Program Management
- Analysis
- Training
- AICP Budgeting

Education

Columbia University in the City of New York
Bachelor of Arts (B.A.), Film and Media Studies, 3.33
2012 – 2017
Activities and Societies: Columbia Undergraduate Film Production
- 5 courses

Courses

Columbia University in the City of New York
- Beginning Video (FS503)
- Cinema History II: 1930-1960 (WS208)
- Cinema History III: 1960-1990 (WS209)
- Intro to Film & Media Studies (WS200)
- American Television Drama (RC2045)

Recommendations

Intern at Center for Career Education
Columbia University in the City of New York
Rebecca Schramm
Helping students and alumni find their professional fit. Senior Associate Director, Undergraduate Career Development

Rogerio is a strong contributor to the undergraduate career development team at CCE. An excellent researcher and writer, Rogerio is also dependable, superb at follow-up, and shows great compassion for the population we serve at Columbia. He has created and edited multiple career resources, compiled lists of opportunities for students, and warmly welcomed many to the Center...more

May 19, 2015, Rebecca managed Rogerio at Columbia University in the City of New York

Connections

Yuri Lobachevsky
Real Estate Executive
Connect

Christopher Benita
Director of Photography at 360i
Connect

Alicia Schiller
Assistant Director of Undergraduate Co...

Gerald Tang
Experienced Career Coach | Social life...
According to *Job Outlook 2015*, a study by the National Association of Colleges and Employers, 72.5% 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 (on or off campus)
- Research positions
- Volunteer work
- Active involvement in student clubs, residential life, athletics, or professional associations

Employers find candidates through multiple means including:

- Referrals
- 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
- Social media (LinkedIn, Twitter, etc.)

Some employers only post opportunities on their websites and prefer candidates who do the research to 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 help you to identify 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.

There are many aggregate and field-specific job boards to help you find internships, part-time and full-time jobs. Just a few that CCE counselors recommend are…

- idealist
- USAJOBS
- indeed
- Engineeringjobs.net
- SimplyHired
- ScienceCareers
- bookjobs.com
- Inside Startups
CCE Internship Programs

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

**Kenneth Cole Community Action Program @ Columbia University**
Spring-semester internships with civic engagement oriented 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

**Startup Internship Program (SIP)**
Spring-semester internships with New York-based startup companies

SUMMER

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

**Summer CCE Network (SCCEN)**
Student and alumni summer support networks for students living and/or interning in Boston, Los Angeles, San Francisco, and Washington, DC

**Science, Technology, Engineering Program (STEP)**
Enables students to connect with a Columbia alumni mentor, receive additional career support, and build a network of students working in the STEM fields throughout a summer internship

**Columbia College Alumni-Sponsored Student Internship Program (CCASSIP)**
Summer internship program in New York and other domestic and international locations across a variety of industries
Finding an Undergraduate Research Position

There are many opportunities to assist faculty members with research on campus and at other universities. Most opportunities are unpaid though there may be positions in the work-study program. Many 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. For detailed information review the CCE webpage on Finding an Undergraduate Research Position (careereducation.columbia.edu/undergradresearch).

Some examples of research programs, fellowships, and other 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

LionSHARE…a Job Search/Internship Resource!

LionSHARE is CCE’s full service recruiting database. LionSHARE gives students and alumni the ability to view and apply to full-time job and internship 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 schools served by CCE.

Access LionSHARE through the CCE homepage (careereducation.columbia.edu/LionSHARE) 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 and alumni 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.

Note: The Degree field will reflect the most current or recent degree earned at a CCE served school.
2. **Upload documents under the “My Account” tab on your LionSHARE home page.**

   - Make sure to upload your current resume, tailored cover letters, unofficial transcripts, etc. This will ensure your documents are ready to be sent to employers for application to full-time and internship postings.
   - You will not be able to apply to any jobs until your default resume is uploaded.
   - Unofficial transcripts can be uploaded as a PDF or Word document. Take a screen shot from your SSOL account and upload the appropriate format.

3. **Conduct a job/internship search.**

   - Research companies and organizations through the Job/Internship Search tab. Click “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/internship 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 (babysitting, tutoring, etc.) 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/internship 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 directly when posted.

   *Recommendation: To maximize your search and receive all new jobs posted, click “Job Search” on the tool bar and then click “Email me New Jobs for this Search.”*

5. **Follow LionSHARE policies.**

   - Students and alumni must access LionSHARE using their own account and are not permitted to allow anyone else access to that account.
   - Students and alumni 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, academic, and professional information contained in LionSHARE.
• Students should carefully consider any and all offers. Once a final decision is made and an offer is 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 at 212-854-9167.

Note: Failure to follow these policies could result in disciplinary action including suspension from LionSHARE. Please see additional policies for students participating in On-Campus Interviews (OCI) on the next page.

6. Read the LionSHARE disclaimer.

• Columbia University and the Center for Career Education shall not be responsible for any damage or loss of any kind arising out of or related to your use of the site and/or the information contained therein.
• There is nominal screening of postings, but it is the responsibility of each user to do his or her due diligence before interviewing with or accepting an offer from any company posting a job listing on this site.

The On-Campus Recruiting (OCR) Program

The On-Campus Recruiting (OCR) program provides employers with the opportunity to host information sessions, attend career fairs, industry showcases, and conduct interviews on campus. Through this program, employers can connect with students to educate them on their industry, company, and employment opportunities. It provides students with direct access to some of the most competitive companies and opportunities in the job market today.

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

Before participating in the OCI program make sure you are interested in the jobs and companies participating in the program. Employers participating in OCI 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 OCI. If you don’t see companies of interest in OCI, it doesn’t mean they are not hiring. Most companies hire “as-needed” and post opportunities in various ways from on-campus postings to social media channels and interview at their offices. Speak with a career counselor about your search and how to maximize CCE’s resources and services.

3. On-Campus Interviewing (OCI) Access in LionSHARE: In order to apply to OCI jobs and internships through LionSHARE, students and alumni of the five schools served by CCE must first request OCI access. To initiate this request, students will need to review and agree to the policies and procedures required for participation in OCI in one of two ways:

1. Complete the On-Campus Interview (OCI) Training. This training can be found at this link: careereducation.columbia.edu/LionshareOCRTraining
2. Attend one On-Campus Interview Power Half Hour session offered weekly at CCE throughout the semester. The Power Half Hour schedule can be found here: careereducation.columbia.edu/calendar

Students must allow two business days for OCI access upon completion of one of these two options.
4. View and Apply to OCI Jobs and Internships:
   - Click on the “On-Campus Interviews” tab in LionSHARE and click “Apply for Interview Schedules I Qualify For.”

   Note: OCI positions are denoted by a “View Interview Schedule” button on the top right.

5. Policies for Students Using OCI: Please note failure to comply with these policies may result in loss of LionSHARE privileges.
   - 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. Failure to attend a scheduled on-campus interview will result in immediate suspension from LionSHARE.
   - Students must be careful not to schedule on-campus interviews consecutively (e.g., 10:00 a.m., 10:30 a.m.) to ensure sufficient time 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.

6. OCI Terminology:
   - **Schedules:** These are company job postings that are part of the OCI Program.
   - **OCI Timeline:** Each OCI job/internship 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. These dates maybe adjusted throughout the process to accommodate the employer’s recruiting schedule.
     i. **Resume Submission Begins:** The date students can start applying to an OCI posting.
     ii. **Resume Submission Ends:** The application deadline for an OCI posting. Resumes cannot be submitted through LionSHARE after this date.
     iii. **Accepted Student Sign-up Begins:** 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.
     iv. **Alternate Student Sign-up Begins:** 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 OCI opportunity.
- **Job/Internship Applications:** This is the term used to describe an application which students have submitted to a job posting in LionSHARE that is NOT part of OCI.

7. **First Round On-Campus Interview:** Congratulations for being selected for a first round interview! Most first round On-Campus Interviews will be held at CCE. Here are a few tips to help you navigate the interview process.

- Refer to pages 47–59 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. Please wait until the recruiter calls your name. 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 44).
- 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.

8. **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 47–59 for information on how to best prepare for your interview.
- Employers participating in OCI 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 OCI 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.

9. **Study Abroad Students Wishing to Participate in OCI:**

- Students who choose to go abroad during the semester are eligible to participate in OCI.
- Students should indicate their study abroad location to employers via cover letters and resume.
- Students accepted for an On-Campus Interview must notify CCE at 212-854-9167 **PRIOR TO SCHEDULING** their interview.
- Most employers participating in OCI expect students to interview in person. Some are willing to accommodate a remote interview (via phone, Skype, etc.) CCE will work with the student and employer to schedule the interview at a mutually agreed date and time.
- Study abroad students are required to uphold all OCI policies and procedures.
10. 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 60–62 for information on negotiating/declining offers.
- Students participating in OCI are required to adhere to the following deadlines for accepting/declining offers:
  - October 30, 2015: Deadline to accept/decline full-time offers given by former summer internship employers
  - November 13, 2015: Deadline to accept/decline offers received through fall on-campus interviews
  - February 26, 2016: Deadline to accept/decline summer internship offers given by former summer internship employers
  - March 4, 2016: 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 and remove yourself from all other continuing interview processes.
- 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.

Safety in the Job Search

CCE encourages you to pursue professional opportunities that match your skills and career interests. There are many resources available to you to learn about and apply to an array of internships and full-time opportunities across a wide range of industries. As you conduct your research and participate in interviews, it is important to also be aware of potentially fraudulent job postings or predatory employers.

Fraudulent Job Postings

Here are a few questions to think about throughout the hiring process. A positive answer to these questions might mean the opportunity is suspicious.

- Does the posting or hiring manager promise a large salary with minimal work or position knowledge required?
- Does the hiring manager offer you a position without talking or meeting with you prior to hire?
- Does the hiring manager communicate with you from a personal email address or an address that does not match the company name?
- Does the position require you to transfer or wire funds between accounts?
- Has the company sent you a large check and requested you cash it using your personal account?
- Does the company or hiring manager ask for your personal information (social security number, bank accounts, passport number, etc.) before you have received any offer paperwork from them?

Discrimination and Harassment

Columbia University prohibits any form of discrimination against any person on the basis of race, color, sex, gender, pregnancy, religion, creed, marital status, partnership status, age, sexual orientation, national origin, disability, military status, or any other legally protected status.

We recommend that all students, alumni, vendors, and employers engaged in activities with the Center for Career Education review Columbia’s Policies and Procedures on Discrimination and Harassment (http://eoaa.columbia.edu/student-policies.) If you believe an employer has violated these policies we urge you to contact the Office of Equal Opportunity and Affirmative Action, a member of the Columbia University Panel on Discrimination and Sexual Harassment, or the Director of Employer and Alumni Relations for the
Center for Career Education. The Center for Career Education may act to sever the relationship between the Center Career Education and/or Columbia University and the outside party or organization.

**Remember to trust your instincts.** If you feel the communication between you and the potential employer is suspicious, end the communication immediately. If you have any questions about the above, please contact the Center for Career Education at 212-854-9167.

### Unpaid Internships

Columbia University expects companies to appropriately compensate you for the work that you perform during an internship. CCE expects that all employers abide by the standards established by the [Fair Labor Standards Act (FLSA)](http://www.dol.gov/whd/flsa) and accompanying regulations. When conducting an internship search, make yourself aware of the FLSA and the six criteria for unpaid internships as outlined by the U.S. Department of Labor: [http://www.dol.gov/whd/regs/compliance/whdfs71.htm](http://www.dol.gov/whd/regs/compliance/whdfs71.htm). If any of these criteria are not met, you should be paid. Additionally, for employers seeking interns to work in the [State of New York](http://www.dol.gov/whd/regs/compliance/whdfs71.htm), strict attention must also be paid to the Wage Requirements for Interns in For-Profit Businesses set forth by the New York State Minimum Wage Act and Wage Orders: [https://www.labor.ny.gov/formsdocs/factsheets/pdfs/p725.pdf](https://www.labor.ny.gov/formsdocs/factsheets/pdfs/p725.pdf).

### Academic Credit as a Component of Unpaid Internships

An employer may request that students receive academic credit for their internship. Please be aware that the decision to award academic credit is made between students and their academic departments, and most schools/departments at CU do not offer academic credit for internships. Academic credit should not replace compensation for work performed during an internship.

### 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 work authorization, 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 (ISSO) 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 on job search, how 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](http://careereducation.columbia.edu/students/International-Students).
The Job Search Process

Elements of a Successful Job Search

Think of your job search as a process; an effective search takes time, 3–9 months on average. Below are some tactics you can use to move forward in the process. This is not a linear model, many of the elements below are best done concurrently.

Your search will differ from your classmates; don’t measure your progress against anyone else’s accomplishments.

Develop a PLAN of Action and Start Researching

- Create a structure to break the search into manageable pieces.
- Develop a list of job titles and industries to target.
- Explore how industries of interest typically recruit: personal networks, pipelines, career fairs, Twitter, job boards, internship programs, etc.
- Talk to people (professors, friends, etc.) and research fields of interest online; follow industry publications, blogs, and social media.
- Track networking contacts, application progress and follow up actions via a spreadsheet.
- Be sure to register on LionSHARE and sign up for On-Campus Interviewing Access.

Build in breaks: include exercise, academic, fun, social, and creative activities. Do something every day that gives you a sense of accomplishment.

If you don’t have a clear career direction or are uncertain of the skills you have to offer:
- Meet with a career counselor and take an assessment. See page 5.

If you’re an international student:
- Research recruitment practices and visa requirements in the country where you want to work.

Build Relationships and Your Professional Image

- Craft targeted, error-free resumes and cover letters; meet with a counselor to review materials.
- Practice your 30-second introduction.
- Attend networking, professional association, and industry events.
- Develop your online presence and make sure your social media profiles are appropriate.
- Reach out to alumni for informational interviews.

If interactions tire you: Volunteer to staff events, an official role makes interactions easier. Network with a buddy, provide mutual support and introduce each other.

Resources

Planning
- For a more detailed guide follow the “6 Stages of a Job Search” on the CCE website.
- Learn how to use LionSHARE and On-Campus Interviewing see pages 81–86.

Research and Exploration
- Read through the Explore section starting on page 5.
- For resources to identify and research career fields see page 12.
- Investigate specialized recruitment programs on the CCE website:
  - “Diversity Recruitment Programs”
  - “Gap Year Programs”
  - “Leadership Development and Rotational Programs”

Professional Image
- Read through the Prepare section starting on page 13 for resume and cover letter guidance.
- Practice introducing yourself page 66.
- For business card tips see page 65.

Professional Connections
- Polish your social media presence page 46 and LinkedIn profile page 73.
- Connect with alumni and other professionals page 67.
- Prepare for and conduct Informational Interviews, see page 68.
GAIN EXPERIENCE

Search for and Apply to Jobs

- Speak with employers at CCE career fairs, panels, information sessions, etc.
- Search industry specific and general job boards as well as LionSHARE.
- 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.
- Check with your academic department for career events, job boards, and emails.
- Read the Careers webpages of your top target companies.
- Review LinkedIn to see if you are connected to anyone at target employers.
- Follow up one to two weeks after applying to a position to reiterate interest and check where the company is in the hiring process.

Prepare to Interview and Follow-up

- Schedule a mock interview at CCE to build interviewing confidence.
- Dress for success—borrow a professional suit from CCE.
- Research the company and reflect on your most relevant experiences or interests before each interview.
- Ask for business cards and send thank-you notes to all interviewers.
- Ask your interviewer or recruiter for next steps in the process; follow up if you don’t hear back by the time they indicated they would reach their decision.

Follow your natural rhythms: Search job postings when energy is low, complete applications when you are most alert!

Resources

Job Boards
- Find specialized job boards on the “Industry Exploration Pages” of the CCE website.
- For general aggregate job boards see page 77, and page 79 for LionSHARE.

Employer Events and Workshops
- The CCE website highlights "Special Events." Employer and CCE programs are listed on the "CCE calendar."

Job Qualifications
- Gain skills, explore fields, and meet new people through “Opportunities for First Years (and beyond) to Gain Experience” on the CCE website.

Interview Preparation
- Borrow a professional suit, reserve online from the “CCE Clothing Closet.”
- Review the Introduction to Interviewing section for tips on how to prepare and succeed in an interview pages 47–59.

Follow Up
- See the sample thank-you note on page 44.

For interviews: Arrive early, check the mirror, breathe and relax your shoulders. Smile as you shake hands. Remember they wouldn’t interview if they did not think you were qualified.

Photos by Char Smullyan
Evaluate and Respond to Offers

- If you receive an offer, thank the employer and express interest and enthusiasm. Ask when a decision is needed.
- Request specific job offer details: job description, salary, benefits, start date, etc.
- If you are hoping for another offer work with a counselor on how to navigate discussions with potential employers.
- Meet with a counselor to evaluate, negotiate, and respond to offers.
- Once you have accepted a position, let any other employers you have interviewed with know your employment status.
- Thank anyone who helped you in the search and inform your network of your success!

Remember: Job search is about finding a fit, it is not a test of your worth as a human being!

Staying Positive in Your Job Search

The job search process can 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. Once you accept that the process takes time, dedication and research, you may be a little more patient with yourself and others.
- Keep a journal or notes to acknowledge accomplishments, reflect on learning and identify next steps in your search.
- Surround yourself with friends, colleagues, and confidantes. Think of the positive people in your life. After a day of tough interviews, a friend can be empathic and remind you that setbacks are temporary. A former colleague can remind you of your value and help you see your next steps more clearly.
- Some people 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 productive, put your own experiences in perspective, and even grow your network.
- Engage in activities that nourish and revive you to stay focused and manage your energy. Make sure to get enough sleep, eat well, and get some exercise.

Remember: Job search is about finding a fit, it is not a test of your worth as a human being!

Resources

Negotiation
- Review the webinar “Get What You’re ‘Worth’—Smart Salary Negotiation” and read the section on negotiating starting on page 60.

Starting Your New Job!
- 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.

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Advertiser Index

Agency for Healthcare Research and Quality .............. 92
Applerouth .............................................. 90
BIPB ....................................................... 93
Earthjustice ............................................. 94
Flow Traders ............................................. Inside Front Cover
KCG ......................................................... 95
Keep America Beautiful .................................... 95
MathWorks ................................................ 96
NetSuite ................................................... 90
New York Hotel and Motel Trades Council, AFL-CIO ...... 96
Peace Corps ............................................... 93
Pure Michigan Talent Connect .............................. 91
Salesforce.com ............................................ 89
Shanghai Advanced Institute of Finance (SAIF), Master of Finance Program ........... 93
St. George’s University .................................. Inside Back Cover
U.S. Army Health Professions Scholarship Program ....... 89
U.S. Navy, Nuclear Propulsion Officer Candidate ........... 95
Unilever ..................................................... 92
USA.gov .................................................... 96
Vidaris ...................................................... 90

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*According to published information as of March 2015*