Flow Traders is looking for Junior Traders to join our NYC office.

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 we are looking for you!**

**WHAT TO EXPECT**
- A 6 month intensive training program in Amsterdam, the Netherlands
- Preparation for licensing exams on multiple exchanges
- To develop & test new strategies on your own trading desk
- Assignment to an established desk with experienced traders
- Accommodations during the entire program
- A flat management structure
- 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 competitive by nature, thrive on innovation, creative, and possess the ability to deliver under pressure. Fluent communication skills are a must.

**FLOW ABOVE ALL. REWARDS.**
At Flow Traders we value the well being of our employees and strive to uphold a high level of satisfaction both inside and outside the office. We provide a catered lunch every day, frequent company trips & outings, a champagne fridge & bar essentials, Xbox, weekly masseuse, & more!

**MEET US TO FIND OUT MORE**
We will be visiting your campus to share more about us and the exciting career prospects at Flow Traders! You can partake in our trading challenge to win prizes and feel the excitement of split second trading!

**WHERE TO FIND US**
www.flowtraders.com

**COLUMBIA UNIVERSITY INFO SESSION & TRADING COMPETITION**
- Tues, September 23rd
- 7:30pm - 9pm
- Faculty House
- Register via LionSHARE

**ON CAMPUS INTERVIEWS**
- Mon, October 6th
- Center for Career Education
- Apply online via LionSHARE
# TABLE OF CONTENTS

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

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

**EXPLORE** ................................................................................................................ 9
Identify Your Skills, Interests, Values, and Personality Traits ....................................... 9
Connect Your Skills, Interests, Values, and Personality Traits to Careers ....................... 13

**PREPARE** .................................................................................................................. 14
Resume Overview ........................................................................................................... 14
  Resumes That Stand Out: Writing Statements With Impact .......................................... 17
  Creating a Summary/Profile Statement for Career Changers ........................................ 19
  Presenting Columbia-Specific Undergraduate Activities and Academic Experience .......... 22
  Working with Employment Gaps .................................................................................. 23
  Sample Resumes ......................................................................................................... 24
Curriculum Vitae (CV) Overview .................................................................................... 32
  Sample CVs .................................................................................................................. 34
  Converting a CV to a Resume ....................................................................................... 36
Cover Letter Overview .................................................................................................... 38
Academic Cover Letter Overview ................................................................................... 43
Thank-you Letter Overview ............................................................................................ 45
Writing Samples .............................................................................................................. 46
Create an Effective Online Presence ............................................................................... 47
Introduction to Interviewing ............................................................................................ 48
  Sample Questions ......................................................................................................... 51
  At a Glance: Consulting Case Interviews .................................................................... 58
  Negotiating/Accepting/Declining .................................................................................. 61
  Academic Interviews .................................................................................................... 63

**BUILD A CAREER NETWORK** .................................................................................. 66
What is Networking? ........................................................................................................ 66
What is Informational Interviewing? ................................................................................. 66
LinkedIn .......................................................................................................................... 70
How to Make Contacts at a Networking Reception ........................................................... 76

**GAIN EXPERIENCE** .................................................................................................. 79
LionSHARE... A Job Search Resource! ............................................................................. 81
  The On-Campus Recruiting (OCR) Program ................................................................. 83
  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 2014–2015 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

CCE Staff at the Open House and employers and students at the Fall Career Fair

Cover photo credits (Clockwise from top left): Eileen Barroso, Katie Taflan, Colin Sullivan CC ’11, Susan Cook Photography, and Eileen Barroso
Finding fulfillment and success in a career requires dedication of time to exploring your interests, preparing your materials and approach, gaining experience in a variety of settings, and building a network of people in your fields of interest. It requires purposeful integration of career exploration into your life at Columbia. Just as you need to work towards good grades in your studies, it’s essential to put effort into planning your career in order to land the opportunities that are right for you. As the job search process can at times be stressful or overwhelming, it’s important to also find time for yourself, get support when you need it, and take your search step-by-step (see page 86 for steps in the job search process). Prioritize and dedicate time to career preparation during your time at Columbia and beyond, and remember that CCE is here to partner with you through every step!

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

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

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

**LionSHARE** is CCE’s full-service recruiting database. It gives students and alumni the ability to view and apply to job/internship postings and On-Campus Recruiting events. Login via our website under “Find a Job/Internship.” See page 81 or careereducation.columbia.edu/lionshare for more information.

**Internships** CCE offers unique domestic and international opportunities to help you explore your career interests and develop professional skills. Find more details on our website under “Find a Job/Internship.” See pages 7 and 8 for more information.

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

**Follow Us** Twitter, Facebook, Instagram, LinkedIn, and RSS Feeds.

- twitter.com/columbiacce
- facebook.com/CUCCE
- instagram.com/columbiacce
- linkd.in/columbiacareerconnections
- careereducation.columbia.edu/rss

---

**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.
Your Role in the Job Search Process

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

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

Network with professionals to strengthen your industry knowledge, help you make career choices, and gain more contacts in your fields of interest. The majority of jobs are filled by referral and information gathered through your contacts, because people like to hire people they know and trust. Learn more on page 66.

Experience potential career options and build transferable skills through:

- internships
- research experiences
- part- or full-time jobs
- volunteering
- leadership roles in student clubs/professional associations.

Learn more on page 79.

CCE Events and Resources

Check our web calendar at careereducation.columbia.edu for up-to-date scheduling info.

For All Students

CCE Online Career Resources

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

Career Core Workshops (Fall and Spring)

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

Mock Interview Nights (Fall and Spring)

Practice interviewing with alumni and other professionals. You can also schedule mock interviews with counselors anytime throughout the year.

Career Workshops for International Students (Fall and Spring)

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

Consulting: Crack the Case Workshop (Fall and Spring)
In consulting, case interviews are used in the screening process to assess your thought process, analytical, and interpersonal skills. Learn from consultants how to analyze cases and provide solutions. Prepare by reviewing the Consulting Industry Resources on CCE’s website and on page 58.

On-Campus Recruiting Program (Fall and Spring)
The On-Campus Recruiting (OCR) Program (see pages 83–86 for more details) allows employers to host information sessions and conduct interviews on campus. It provides students with direct access to some of the most competitive companies and opportunities in the job market today. Typically, OCR employers recruit full-time hires in the fall and summer intern hires in the spring semester. Students can find more information about dates and locations for employer events through LionSHARE and the Events Calendar on the CCE Website (careereducation.columbia.edu/calendar.)

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

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

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

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

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

Group Assessments (Fall and Spring)
CCE conducts formal assessments with small groups of students in interactive workshops that build students’ self-awareness to support decision-making around major declaration, evaluating career options, or preparation for interviews.
Graduate Student Workshops

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

Career Exploration and the Non-Academic Job Search for PhD Students
Discipline-specific workshops on career exploration for PhD students considering options beyond academia and combined workshops on the basics of conducting a non-academic job search.

Graduate Student Career Development Speaker Series
CCE hosts individual speakers and panels of Columbia alumni and other professionals throughout the year who present on a variety of topics, including professional development skills, industry overviews and field-specific job search strategies, and career paths outside the academy for PhDs.

“What can you be with a PhD?” Series
The “What can you be with a PhD?” series is an opportunity for PhD students to discuss careers outside the academy with GSAS alumni in a small group format. Students will have the opportunity to ask questions and learn about career options, the job search process, career transitions, and networking skills.

Networking and Professional Development Opportunities

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

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

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

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

Summer CCE Network (SCCEN)
Student and alumni support networks for students interning and/or living in Boston, Los Angeles, San Francisco, and Washington, D.C., over the summer months.

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

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

**Engineering Consortium Career Fair (ECCF) and Networking Reception (October)**
Features 125+ national and international engineering employers. Bonus: Columbia students network with employers at a reception the evening before the fair.

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

**Startup Career Fair (March)**
Focused on connecting startup firms, primarily from the NYC area, with entrepreneurially-minded students at Columbia. Numerous industries are represented with companies seeking both technical and non-technical candidates.

**Industry Showcases**
These events feature panels and networking opportunities with a small group of employers in a given industry. Fall Semester: Boutique Banking, Boutique Consulting, Asia-Pacific, Management Consulting, and General Business. Spring Semester: Fashion; Advertising, Marketing & Public Relations (AMP); and Engineering.

CCE Internship Programs and Columbia Student Enterprises

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

**SPRING SEMESTER**

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

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

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

- **Columbia Exploration Externship (CEE)**
  Opportunities for first-year undergraduates to explore industries in the New York area during Spring Break

- **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

**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

ACADEMIC YEAR OR YEAR ROUND

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

*CEO Hong Kong interns dining with Columbia College Dean Valentini, CCE’s Dean Sharma, and Hong Kong Program Manager Laura Maltz.*

“Thank you for another incredible summer in Asia. Columbia Experience Overseas Singapore (2012) and Hong Kong (2013) were definitely some of the highlights of my Columbia experience.”

– Beatrice Di Francesco, CC ‘14 (3rd from the right in the back row)
Identify Your Skills, Interests, Values, and Personality Traits

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

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

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

You can start by learning more about yourself, as it relates to your career development, through the following skills, interests, values, and personality exercises. Expanded versions of these and other assessments can be found on our website under “Counseling & Services.” Take notes and review the responses with a career counselor. In addition to these informal career assessments, formal assessments are also available at CCE. For some, the assessment provider requires a small fee, while others can be done at no charge with a counselor. Read on for more information or schedule an appointment with a career counselor to discuss which assessment(s) might be most appropriate for you.

Interests:

Columbia student Mark Browning, who interned with CCE’s Columbia Arts Experience at Harlem Stage, said about meeting with a career counselor: “As I spoke...about my interests, she suggested various paths and opportunities that aligned with my passions.”

What interests do you have that could be translated into a career? Ask yourself:

- Which projects or accomplishments have been most fulfilling and why?
- What has been your favorite class to date and why?
- What has been your favorite internship/job? Extracurricular activity? Hobby?
- In your previous jobs, what did you like and dislike?

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

Examples:

Your favorite course projects include writing? Career options could be:

- Technical writer for an engineering magazine or consumer products company
- Grant writer for a not-for-profit organization
- Speech writer for a politician
- Editor for a publishing house
- Journalist for an international news service
- A public relations specialist for a fashion house
- Social media manager for an arts organization
Interested in public service? Options may include working in:

- Healthcare and social work
- Federal, state, or local government
- Development consulting
- Corporate social responsibility
- Education, museums, or the arts

Values:

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

- Opportunity for growth/chance to advance
- Workplace location
- Opportunity to travel
- Intellectual challenges
- Having authority or responsibility
- Having work/life balance
- Salary/financial rewards
- Being an expert
- Good benefits or vacation time
- Job security
- Chance to make an impact
- Helping others

- Working as part of a team
- Initiating meaningful change
- Power
- Prestige
- Clear expectations and procedures
- Pursuing a passion
- Recognition
- Independence on the job
- Learning from the job
- Room for creativity
- Having your own office
- Collegial atmosphere

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.

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.

Personality:

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

- How would your friends or family describe you?
- How and with whom do you prefer to spend your time?
- How do you like to approach new projects or activities?
- How do you typically make big decisions?
- How do you prefer to go about your day?
What could these results mean about your personality and what makes you distinct from other people? To learn more about your personality and how it affects career choice, talk to a counselor about taking the MBTI or read *Do What You Are* by Paul Tieger and Barbara Barron-Tieger, available in CCE’s resource library.

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

The MBTI is designed to help you identify your personality preferences and provides insight into how you make decisions, interact with people, gather information, and get energized. The MBTI does not measure aptitudes, but helps you better understand your motivations, strengths and potential areas of growth, and career areas for exploration. There is a small fee for this assessment, payable to the online provider.

### Skills:

According to a 2014 survey conducted by the National Association of Colleges and Employers (NACE), the top qualities/skills employers seek in hires are:

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

Throughout the course of your life, you have gained competencies in many areas. In which of the following do you excel? This chart will help you 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. What patterns can you identify?

#### Communication Skills

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

#### Research and Analytical Skills

- Identify appropriate information sources
- Hypothesize and test for results
- Compile numerical and statistical data
- Classify and sort information into categories
- Write analysis of study and research
- Compare and evaluate information
- Formulate insightful and relevant questions
- Use technology for statistical analysis
- Keep accurate and complete records

#### Counseling, Serving, and Interpersonal Relations Skills

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

#### Creative and Innovative Skills

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

#### Planning and Organizing Skills

- Identify and organize tasks or information
- Coordinate and organize people, activities, processes, systems, and programs
- Develop a plan and set objectives
- Set up and keep time schedules
- Anticipate problems and respond with solutions
- Plan and manage events
Leadership, Management, and Administrative Skills
- Envision the future and lead change
- Establish policy and/or procedures
- Set goals and determine courses of action
- Create innovative solutions to complex problems
- Develop and facilitate work teams
- Provide training for development of staff
- Demonstrative flexibility during crisis
- Evaluate performance
- Streamline processes

Financial Skills
- Develop/stay within a budget
- Eye for a profit
- Recognize money making opportunities
- Manage money/making money grow
- Set financial priorities
- Develop cost cutting solutions
- Negotiate financial deals
- Understand economic principles

Numerical Skills
- 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
- Quickly spot numerical errors
- Make decisions based on numerical data
- Make rough calculations/estimates in your head
- Analyze statistical data

Mechanical and Tool Skills
- Invent
- Assemble/build/install
- Precision work
- Operate hand/power tools
- Troubleshoot/diagnose problems
- Drafting/mechanical drawing
- Understand manuals/diagrams
- Understand electricity

Problem-Solving Skills
- Anticipate/solve problems
- Bring order in a chaotic situation
- Determine root causes
- Select most effective solution
- Improvise under stress
- Help a group identify solutions
- Handle difficult people
- Stay calm in emergencies

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

Related Assessments: Motivated Skills Card Sort and SkillScan Card Sort
The Motivated Skills and SkillScan are two Card Sort assessments that help you identify the skills that you most want to use in a career. Both of these assessments have you rate a number of skills based on both how much you enjoy using the skills and how much you want to use it in a career. This information can be used to identify potential careers that value these skills and areas for further development.
Connect Your Skills, Interests, Values, and Personality Traits to Careers

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

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

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

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

- Use online resources including O*NET, the Occupational Outlook Handbook, LionSHARE, Vault/Wetfeet, as well as CCE’s industry resource web pages (all available through the CCE website).
- Attend CCE events like Professionals in Residence, Employer Presentations, and Site Visits.
- Participate in on- and off-campus events such as professional association networking opportunities and conferences.
- Join groups on LinkedIn (learn more on page 68) to follow/contribute to discussions in different fields and see where alumni have gone on to work.
- Speak with alumni, employers, and your own networking contacts in your fields of interest through informational interviewing (learn more on page 66).
- Follow organizations you’re interested in on Twitter, Facebook, or LinkedIn to learn about career opportunities.

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

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

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

Once you have narrowed down to a few areas of interest, try them out through extracurricular activities, volunteering, internships, and part-time jobs. The following sections will help you to find and prepare for these opportunities.
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 16 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. You may vary the font size to provide further emphasis on your resume, but be sure to keep the font style consistent. Examples of different styles can be found on pages 24–31.

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

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

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

All resumes will include the following:

- **Contact Information:** This should include your name, street address, email address, and phone number. 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 active verbs.

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

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

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

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

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

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.

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:

Section B above includes three strong action statements, each starting with an active verb that conveys transferable skills and provides specific details about the task. For example, with the bullet point “Create marketing materials and publicize events through social media,” the reader now understands that this individual possesses the ability to create materials and publicize events. Employers want to learn about the skills an individual has, but they also want to understand the impact he/she had on a project, organization, or company. They may wonder what resulted from creating these marketing materials and publicizing the events. Perhaps the materials and publicizing efforts were not successful and did not have any effect? Or did these actions result in reaching a record number of students? Keeping this in mind, it is important to review each statement you have created for your resume and ask yourself if you can go one step further by adding an accomplishment or achievement. What was the impact? What happened as a result of that action? How did it benefit the organization? You may not be able to add a result to every bullet point on your resume, but you will want to look for opportunities to demonstrate achievements wherever possible.
The third bullet point on the previous page, “Create marketing materials and publicize events through social media,” can be transformed into an effective accomplishment statement by simply adding the result or impact:

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

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

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. As a result, 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.)

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. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________
5. __________________________________________________________________________
6. __________________________________________________________________________
7. __________________________________________________________________________
8. __________________________________________________________________________
Next, draft a few phrases that incorporate and summarize the items you listed above, perhaps starting with some of the following phrases:

1. Experience in…
2. Strengths include…
3. Proven track record for…
4. Adept at…
5. Recognized for…
6. Key skills include…
7. Demonstrated achievement in…
8. Ability to…

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

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

Professional Role: ________________________________

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

Examples:

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

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

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

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

**Leadership**
- administer
- allocate
- appoint
- centralize
- challenge
- co-author
- conduct
- contract
- control
- coordinate
- decentralize
- delegate
- demonstrate
- direct
- distribute
- employ
- enforce
- execute
- govern
- guide
- handle
- hire
- initiate
- instruct
- interview
- localize
- manage
- monitor
- motivate
- plan
- preside
- regulate
- represent
- resolve
- schedule
- stage
- stimulate
- strategize
- supervise
- train
- tutor

**Administrative**
- analyze
- arrange
- assemble
- chart
- compile
- compute
- diagram
- document
- gather
- handle
- maintain
- review
- revise
- schedule

**Improvement**
- accelerate
- adapt
- affect
- amend
- amplify
- appraise
- arrange
- augment

**Leadership**
- design
- diagram
- document
- engineer
- estimate
- evaluate
- examine
- extract
- find
- identify
- interpret
- investigate
- locate
- pinpoint
- present
- produce
- prove
- recommend
- relate
- report
- solve
- study
- test
- trace

**Balance**
- broaden
- centralize
- clarify
- consolidate
- correct
- decentralize
- decrease
- enhance
- enlarge
- enrich
- extend
- formalize
- fortify
- frame
- improve
- incorporate
- increase
- innovate
- localize
- minimize
- modify
- optimize
- overhaul
- pinpoint
- redesign
- refine
- reorganize
- replace
- resolve
- restore
- restructure
- revamp
- revitalize
- salvage
- save
- simplify
- streamline
- structure
- systematize

**Obtain**
- procure

**Creation**
- activate
- author
- conceptualize
- create
- cultivate
- design
- develop
- devise
- discover
- draft
- employ
- engineer
- establish
- execute
- explore
- form
- formulate
- generate
- implement
- inaugurate
- initiate
- instill
- institute
- introduce
- invent
- launch
- originate
- pioneer
- plan
- produce
- program
- propose
- replace
- shape
- structure
- utilize

**Assistance**
- assist
- co-author
- collaborate
- contribute
- demonstrate
- explain
- facilitate
- guide
- negotiate
- preside
- relate
- review
- revise
- serve
- stimulate
- supply
- support
- train
- tutor

**Other**
- improvise
- operate
- prompt

**Research**
- analyze
- assess
- calculate
- chart
- compile
- compute

**Attainment**
- accomplish
- acquire
- attain
- discover
- earn
- fulfill
- gain
- incur

**Marketing**
- advertise
- distribute
- motivate
- promote
- publicize
- publish
- recruit
- report

---

2014–2015  | Center for Career Education  | Career Planning Guide
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 2015, GPA: 3.4  
**Fairfield University**, Fairfield, CT  
*Bachelor of Arts, Mathematics*, May 2013, 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 2014  
• 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  
2011–Present  
• Dedicate 40 hours per week to practice, conditioning, competition, and team meetings  
• Earned Scholar-Baller recognition in 2012 and 2013 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  
2012–2013  
• 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  
• Improved academic environment for student-athletes by working with academic deans and professors
Leaders for Life, Department of Intercollegiate Athletics and Physical Education

*Member*

- 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

*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 2013–2014 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 19 and 20) on your resume to help the employer focus on your skills instead of time away from the workplace

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

4. Include any other 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 60 for addressing employment gaps in interviews.)
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 2015)
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 2014
1st Class Honors Obtained

The Chinese University of Hong Kong, Hong Kong
Economics Summer Program, July - August 2010

Professional Experience

Morgan Stanley UK Ltd, London, UK, Summer 2013
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 2012
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 2011
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 2010
(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, 2014;
Trainee, New Jersey Marathon for April 2011

References: Available when requested

2014–2015 | Center for Career Education Career Planning Guide
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

University College London, University of London, London, United Kingdom
BS in Economics, June 2014
Honors: President’s Scholarship, First Class Honors Obtained

The Chinese University of Hong Kong, Hong Kong, China
Economics Summer Program, Summer 2010

PROFESSIONAL EXPERIENCE
Morgan Stanley, UK Ltd., London, United Kingdom, Summer 2013
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 2011 and 2012
Intern, Financial Controlling Support (Summer 2012)
• 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 2011)
• 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 2010
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, 2014
Volunteer, Revlon “Walk for the Cure,” 2013
Member, International Student Organisation, AIESEC, London, 2011
Undergraduate Liberal Arts (with comments)

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 2015, GPA: 3.7/4.0
Dean’s List (Fall 2011–Present), Joseph and Ann Perlman Prize (2012)

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 Tae Kwon Do 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 2011 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

GPA: Include if over 3.0, and do not round up. It must match your transcript.

Address: Include your permanent address if applying to jobs near that area.

Honors: Include Dean’s List, and list the year the honor was awarded.

Experience: List location and dates for each organization. Use different experience headings to highlight most relevant experience from additional positions. Use action verbs to start each phrase.

Activities: Include volunteer work, athletics, clubs, and other extracurricular involvement. Activities can either be listed or described in more detail if relevant.

Computer and Language Skills: Always be honest about your level of proficiency.
**Michael Mason**  
000 Lerner Hall • New York, NY 10027  
mm000@columbia.edu • 212-555-555

**EDUCATION:**  
Columbia University, Columbia College, New York, NY  
Bachelor of Arts  
Expected May 2018

Boston High School, Boston, MA  
May 2014

**HONORS:**  
Columbia University Kluge Scholar (Four Year Scholarship)  
National Honor Society (2011–2014)  
Harvard Book Award (2013)

**EXPERIENCE:**

**Boston University Medical Center, Boston, MA**  
Medical Volunteer, Neuropathology  
January 2012–February 2014

- Provided fast, efficient, and courteous service to all patients.  
- 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.  
- Assisted with patient discharge and provided assistance for an average of 10 patients per shift.

**Joe's Bagels, Brookline, MA**  
November 2012–September 2013

- Provided fast, efficient, and courteous service to all customers.  
- Operated 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.

**Leadership:**

**Boston High School Student Council, Boston, MA**  
October 2012–May 2014


**Boston High School Student Paper, Boston, MA**  
Editor-in-Chief, Feature Writer  
December 2012–March 2014

- 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 a more efficient process.  
- Identified potential feedback and ensure a quality final publication.

**Activities:**

**Columbia University Ballroom Dance Team, Member**  
September 2014–Present

**Columbia University College Democrats, Member**  
September 2014–Present

**Skills:**

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

---

**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 2015

  **Bachelor of Science - Civil Engineering (Concentrations: Structural Engineering, Construction Management), Architecture Minor**  
  GPA: 3.3

  **Relevant Coursework:**

**Skills:**

- Design: AutoCAD, Architectural Desktop 2010, Maya 3-D Animation, SAP2000  
- Computer: Microsoft Office: Word, Excel, Publisher, PowerPoint, MATLAB, ArcGIS Mapping, Adobe Photoshop

**Engineering Experience:**

**Walt Disney/ABC Television Group**  
Facilities & Infrastructure Systems Management Intern  
January 2014 – Present

- Ensured facilities are operated and maintained through demand and preventative maintenance, contracts and vendor management, life cycle management of assets, and project and financial management of capital projects.
- Assisted in the management of the design and construction phases of cellular infrastructure and Select Molly replacement project.

**Martin Horn Inc., General Contractors**

- Construction Management Intern  
  May 2013 – July 2013

- Aided the Construction Superintendent on an $8 million major renovation project at South Slaughter Hall of UVA Law School.


**Harvard Book Award (2013)**

**Leadership Experience:**

**Columbia University Athletics, Club Sports Supervisor, Intramural Official,**  
New York, NY

- Soccer Organization of Charlottesville and Albemarle, 4-year Captain, MVP & 4-year Varsity Starter, Charlottesville, VA  
  Spring 2008 – Spring 2011

**Projects Committee Co-Chair,**

**Albemarle High School Soccer, 2010 Captain, MVP & 4-year Varsity Starter,**  
Charlottesville, VA  
Spring 2008 – Spring 2011

**Soccer Express/Lightning Premier Travel Soccer Team, 4-year Captain,**  
Charlottesville, VA  
January 2007 – March 2011

---

CHRISTOPHER R. WALLACE  
000 Lerner Hall • New York, NY 10027 • 212-854-0000 
cwr85@columbia.edu • http://www.columbia.edu/~cwr85

EDUCATION  
Columbia University, The Fu Foundation School of Engineering and Applied Science  
New York, NY  
MS in Mechanical Engineering, GPA 3.24/0  
Expected May 2015  
BS in Biomedical Engineering, GPA 3.24/0  
May 2013

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

PROJECT EXPERIENCE  
Columbia University  
New York, NY  
“Advanced Musculoskeletal Biomechanics”  
Spring 2014

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

EXPERIENCE  
Micro-mechanical Analysis & Design Lab, UC Berkeley  
Berkeley, CA  
Research Assistant  
Summer 2012

• Associated with development and designed fluidic micro-interconnects for fluidic MEMS devices in order to develop portable reconstituted drug delivery system
• Provided assistance with cleanroom fabrication and testing of structures. Conducted various administrative tasks

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

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

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

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

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

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

PUBLICATION  

LEADERSHIP ACTIVITIES  
Vice President, Biomedical Engineering Society, Columbia University  
Member, National Society of Black Engineers (NSBE)  
Emergency Room Volunteer, Columbia Presbyterian Hospital  
September 2013–Present  
April 2011–May 2013

FINANCE

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

EDUCATION  
Columbia University, Columbia College  
New York, NY  
Bachelor of Arts in Mathematics, Dean’s List, GPA 3.3  
May 2013

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

PROFESSIONAL EXPERIENCE  
Credit Suisse Investment Banking Division Case Competition  
New York, NY  
2nd Place Prize Winner  
September – December 2013

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

East End Advisors  
New York, NY  
Research Assistant  
June – August 2013

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

Saban Cabrera, CPA, P.C.  
White Plains, NY  
Administrative Assistant  
May – August 2012

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

LEADERSHIP  
Columbia University: Office of Residential Programs  
New York, NY  
Community Adviser  
September 2012 – Present

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

Sabor Latin Dance Troupe, Columbia University  
New York, NY  
Business Relations Coordinator  
August 2012 – Present

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

Columbia Financial Investment Group (CFIG)  
New York, NY  
Business Relations Coordinator  
January 2012 – Present

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

SKILLS AND INTERESTS  
• Computer, Microsoft Office Suite, STATIA
• 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
ewl@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 Dean’s List, Fall 2012, Spring 2013, Spring 2014
- AIPS Award, National Foundation for Advancement in the Arts, 2007

PROFESSIONAL EXPERIENCE:
The Columbia Ballet Collaborative (CBC)
Co-Founder and Executive Director
New York, New York
May 2013 – Present
- Lead weekly meetings with Artistic Director of CBC in order to combine both artistic and financial goals
- Created and implemented the “Veteran Career Initiative” at Columbia which included three skill-building workshops, ten employer presentations with a networking component, and 15 recruiting events

New York City Ballet
Professional Ballet Dancer
New York, New York
September 2007 – May 2010
- Helped reestablish New York City Ballet as one of the leading ballet companies in the world

San Francisco Ballet
Pre-Professional Ballet Dancer
San Francisco, California
June 2004 – August 2007
- Awarded full merit scholarship to train with the San Francisco Ballet School for two years

LEADERSHIP ACTIVITIES:
Advisor and Dancer, The Columbia Ballet Collaborative
September 2013 – Present

SKILLS:
- Microsoft Office Suite and STATA
- Spanish fluency

BRENDAN WEAVER
549 Riverside Drive, New York, NY 10025 • (212) 716-0064 • bweaver@columbia.edu

EDUCATION:
Columbia University, New York, NY
Bachelor of Arts in Political Science (GPA: 3.4/4.0) (Expected Graduation May 2015)
Related Coursework: Strategy Formulation, Leadership in Organization, Constitutional Law, Presidential- Congressional Relations, Strategic Intelligence/Political Decision Making, American Political Decision Making, The American Presidency

EXPERIENCE:
NBC Universal Business Development Intern (NBC News)
New York, NY
(Fall 2013–Present)
- Developed presentations for NBC News correspondents by conducting research on business consultants providing Hostile Environment Training to journalists broadcasting from dangerous locations
- Supervise and maintain news correspondents’ training schedules for Hostile Environment Training to ensure the successful completion of the instructional program
- Coordinate and manage NBC Universal’s veteran affinity group events and conferences to strengthen the membership base of the organization

The New York Times “At War” Blog, Contributor
New York, NY
(2012–Present)
- Write about experiences and life lessons while serving in the US Army and its role in furthering education

US Army, Airborne Infantry
Squad Leader in Alpha Company, 189th Infantry (New York National Guard)
New York, NY
(2012–2013)
- Managed and trained a nine man infantry unit in basic military skills in preparation for possible worldwide deployment
- Instructed over 500 soldiers in media relations during unit’s annual summer training
- 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
- Negotiated contractual agreements between CBC and various choreographers and photographers
- Budget all of CBC’s performances and events since its founding in May 2013

Auriemma Consulting Group (Columbia Experience Overseas)
Consultant
London, England
June 2014 – August 2014
- Developed and presented a business plan and pitch to launch a Mexican take-away restaurant to a panel of entrepreneurs and business experts
- 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
- 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
- Managed and trained a nine man infantry unit in basic military skills in preparation for possible worldwide deployment
- Instructed over 500 soldiers in media relations during unit’s annual summer training
- 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 Ballet Dancer
New York, New York
September 2007 – May 2010
- Helped reestablish New York City Ballet as one of the leading ballet companies in the world

San Francisco Ballet
Pre-Professional Ballet Dancer
San Francisco, California
June 2004 – August 2007
- Awarded full merit scholarship to train with the San Francisco Ballet School for two years

LEADERSHIP ACTIVITIES:
Advisor and Dancer, The Columbia Ballet Collaborative
September 2013 – Present

SKILLS:
- Microsoft Office Suite and STATA
- Spanish fluency
- Proficient in Microsoft Word, Excel, PowerPoint, Outlook

INTERESTS:
- Distance running, biographical and geopolitical literature, and editing Wikipedia articles
- Computer: Microsoft Office Suite and STATA
- Language: French (proficient)
RICHARD LANG
500 Riverside Drive, New York, NY 10027 • rl26@columbia.com • (212) 555-1234

EDUCATION
Columbia University, Graduate School of Arts and Sciences, New York, NY
MA Mathematics of Finance
Relevant coursework: Corporate Finance, Capital Markets, Research Methods GPA 3.954/4.0
Double degree programme:
Universität Hamburg, Hamburg, Germany MSc Program in Economics and Statistics – Fakultät Wirtschafts- und Sozialwissenschaften
June 2011 Relevant coursework: Probability, PDEs, Macroeconomics
London School of Economics, London, England MSc Econometrics and International Relations

WORK EXPERIENCE
European Bank for Reconstruction and Development (EBRD)
Statistical Analyst Jan 2013/July 2014 EBRD Representative Office, Moscow, Russia
• Contributed statistical assistance to policy notes and working papers.
• Provided research assistance to the EBRD Eastern European Research Programme.
Research Analyst June 2011/Dec 2012 EBRD Headquarters, London, United Kingdom
• 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)
The DB Econometrics Internship Programme 2010 Jan 2011/June 2011 DB Headquarters, Frankfurt am Main, Germany Econometric Modeling Division
• Collaborated with team in charge of macroeconomic projections for Euro area.
The DB Statistics Internship Programme 2009 July 2010/Dec 2010 Financial Institutions and Markets Division
• Research Assistant – 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.

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

SCHOLARSHIPS
• LSE Graduate Fellowship Program 2009 – 2010.
• DAAD (Deutscher Akademischer Austausch Dienst).
• ERASMUS scholarship.

GREGORY M. SMITH
400 W. 90th STREET, APT 10D • NEW YORK, NY 10027 • GMS22@COLUMBIA.EDU • 646-222-3333

EXPERIENCE
Huron Consulting, New York, NY October 2005–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 40 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 (2008); National Tessie Award for Volunteerism (2009).

JPMorgan, New York, NY Summer 2003
Research Analyst Intern
Gained exposure to global bond market.
• Developed Excel tools to facilitate research by management on technology firms.
• Wrote selected portions of weekly research report covering sectors of bond market for upper management and clients.
• Received offer for full-time position in equity research covering Internet companies.

COMMUNITY INVOLVEMENT
Millennium Initiative, New York, NY 2010–Present
Executive Committee Member—Campaigned to end global poverty.

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

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

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

University of Pennsylvania, Philadelphia, PA
Bachelor of Arts in Economics: Minor in History; GPA: 3.74/4.0
Honors: Cum Laude; Phi Eta Sigma; Golden Key Honors Society; National Society of Collegiate Scholars
Arts Administration

Jane Kimball
1 W. 72nd Street
New York, NY 10022
jkimball@columbia.edu • (222) 111-1111

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

EDUCATION
Boston University, School of the Arts
M.F.A., Theater Directing, Expected 2015
New York, NY

BUSINESS EXPERIENCE
Marketing Manager, 2010–Present
Boston, MA

• Maintain and distribute company marketing materials.
• Manage three marketing interns.

Executive Assistant to COO and Managing Director, 2008–2010
New York, NY

• Performed basic administrative duties for high-level executives.
• Managed free screenings of classic films for more than 1,000 New York senior citizens by assembling mailings, phoning nursing homes, maintaining RSVP lists, and personally greeting guests.

Editorial Assistant, ForbesLife Executive Woman (now ForbesWoman)
New York, NY, February 2009–December 2010

• Researched, pitched, and wrote articles ranging from 500 to 1,000 words.
• Fact-checked half of the magazine, meeting tight deadlines with 100% accuracy.

WRITING AND RESEARCH EXPERIENCE
New York, NY

• Pitch and write stories on deadline for monthly magazine about international and domestic travel.

• Perform literary research for all aspects of several main stage productions.

TEACHING EXPERIENCE
Marymount Manhattan College
New York, NY

• Adjunct Faculty, 2014–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, 2013–2014
• Created and taught intensive curriculum of playwriting, directing, and acting for high school students, culminating in public performance.
• Mentored small groups of students and individuals and offered critical feedback of their work.

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

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

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

What is a CV?

A curriculum vitae (also known as a vita or CV) provides a 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 16.
How Should I Organize My CV?

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

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

How Long Should My CV Be?

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

Additional 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 tip sheets 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 2015
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:
President’s Fellowship, Columbia University, 2010–2014
Matriculation and Facilities Fellowship, Columbia University, 2010–2014
Interdisciplinary Fellowship, Columbia University, 2010–2011
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.

PUBLICATIONS AND PRESENTATIONS:


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
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
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
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
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 2008.

HONORS/AWARDS
Columbia University:
Roche Excellence in Chemistry Award 2013
National Science Foundation (NSF) Pre-Doctoral Fellowship 2012–2015
Faculty Fellow, Chemistry 2010–2012
Delta Sigma Chi Balfour Fellow 2010–2012

Swarthmore College:
Rhodes Scholarship, Pennsylvania State Finalist 2009–2010
Delta Sigma Chi International Balfour Finalist
AICF Senior WU Chemist Award
Senior Key
Presidential Senior Scholar
Nancy K. Detering Waechter Scholarship
Delta Sigma Chi Foundation General Scholarship 2009–2010

Mary Stuart Rogers Scholarship 2007–2008
Franklin O. Parker Scholarship
G. Herbert Smith Award
First Year Student Award
Interfraternity Council Scholarship
Mary Eyre Scholarship
Michael Foster Scholarship

PUBLICATIONS
S. Chin, C. Chow, T. Puriky, J. Smith, R.J. Pulesky. “Stereospecific Formal Total Synthesis of
Stereochemical Conundrum: Studies toward the Tetrahydrosquoline Alkaloids.” Angew.

TEACHING EXPERIENCE
Columbia University
Teaching Assistant (2010–2011)
Synthetic Methods in Organic Chemistry (graduate course): Dr. Tim Jones, Spring 2011.
Substitute lecturer in absence of professor (four classes)
Organic Chemistry II (undergraduate course): Dr. John L. Mener, Spring 2011
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
Teaching Assistant 2010
Advanced Organic Synthesis Lab (Fall 2010)
Organic Chemistry I: Taught two guest lectures to a class of fifty undergraduates (Spring 2010)

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

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

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

PROFESSIONAL AFFILIATIONS
New York Academy of Sciences (2012)
American Chemical Society (2011)
Smith CV, page 2/2
Converting a CV to a Resume

Why Would I Convert My CV to a Resume?

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

How Do I Do It?

A good resume requires preparation 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 11 and 12, 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.
Robert C. Valentine
123 Morningside Drive
New York, NY 00000
(212) 555-1234
rcv321@columbia.edu

EDUCATION
Columbia University, Graduate School of Arts and Sciences, New York, NY
M.Phil. American History, May 2012
M.A. in American History, May 2011
University of Southern California, Los Angeles, CA
B.A. History summa cum laude, May 2008

EXPERIENCE
Columbia University, New York, NY
Predoctoral Fellow (2014–Present)
- Wrote successful grants to design and implement independent project documenting the history of the working class in the United States from 1900 to 1940.
- Supervised staff of five student researchers.
- Published research findings in three articles in academic journals and one trade publication

Instructor (2011–2014)
- Created and taught two courses on American history
- Planned and led tours of historical sites and research collections in New York City
- Delivered lectures and gave presentations to groups of 50 plus
- Evaluated and provided feedback on student performance throughout academic year

Teaching Assistant (2010–2011)
- Interacted with faculty to develop content and design for course on U.S. History
- Set criteria for evaluations and assessed students’ written work
- Facilitated group discussions, encouraging students to identify and analyze key historical issues

New York Historical Society, New York, NY
Researcher (2010–2012)
- Developed general three-year plan for research on New York City
- Defined specific historical issues to be treated in exhibitions and publications in collaboration with curators
- Selected and assigned writers for exhibition catalogs and labels, as well as topical brochures

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

ABC News, Los Angeles, CA
- Coordinated with team of fact-checkers to ensure the accuracy of media programming on American history

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.

The Startup Career Fair in Low Memorial Library (Susan Cook Photography)
December 15, 2014

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 2015 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 2015. It is my strong feeling that my extensive and varied academic training paired with past industrial internships have provided me with the experience and skills necessary to excel in the fast-paced environment at Strategy Consulting Group.

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

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

I am truly excited about the prospect of applying my analytical and communicative skills to working with teams of like-minded professionals to solve challenging problems. Through conversation with a Strategy Consulting Engagement Manager, I've come to believe that your 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
October 8, 2014

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, 2015. 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 2014 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
July 23, 2014

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 new sites. I’ve written about The Runner’s Center topics—training, racing, injury prevention, nutrition, weight loss, and inspiration. Peers and bosses alike come to me for proof reads, fact checks, top edits, and big-picture powwows. One of my editors recently called my reporting “meticulous.”

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

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

Sincerely,

Janis Dean
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, 2014

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 H-Net on October 29th. I am currently a doctoral student in the Department of East Asian Languages and Cultures at Columbia University. By May 2015, 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 culture 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 publication and participation 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 2013, I taught an intensive undergraduate survey course in Asian literature at Columbia. For this course, I adapted an existing syllabus and delivered daily lectures to a group of 25 students. As an adjunct instructor, I taught “Cultures of Asia” at Hunter College, City University of New York, in the spring of 2011. 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 from a (number)-page paper on (topic) and where in the paper this excerpt is from. You might share the introduction, sections of the body, and your conclusion, so the reader is still able to follow your thought process.

Polish your writing samples.

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

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

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

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

Following, you will find an overview of just some of the online tools you can use in creating an online presence. To learn more, read the tipsheets available on CCE’s website.

LinkedIn
LinkedIn is a network of professionals who connect according to common interests, which may include industry, geography, specialties, career goals, and more. Your LinkedIn presence conveys the same information as a good resume and establishes an entire host of relationships that cannot be targeted using traditional job search methods. LinkedIn groups include the Columbia Career Connections, Columbia Alumni Association Network, and IvyLife. After joining groups relevant to your interests, if you are knowledgeable about the subject you can post answers to questions, and start a discussion topic. Doing so will make you more noticeable to employers and recruiters, increase your expertise, and show your interest in a specific area. See pages 68–75 for information about creating a profile and connecting with professionals.

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

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

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

Why the Employer Wants to Interview You

When an employer determines, through reviewing your resume and cover letter, that you have the necessary skills and experience to succeed in their organization, you will be invited 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.

Preparing for Your Interview

Follow these steps to best prepare for an interview.

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

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

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

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

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

In Brief: Are you ready for the interview?

- Have you thought about your goals, values, and skills and how they match the opportunity?
- Have you researched the field, organization, and position?
- Do you know the name and title of the interviewer or at least who to check in with?
- Have you prepared an appropriate interview outfit?
- Have you identified the time and place of the interview and the best method to get there?
- Have you made extra copies of your resume and list of references?
- Have you practiced questions on pages 51–55?

During the Interview

To succeed on the day of your interview remember to:

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

Be aware of your body language. Your posture, eye contact, and use of hand gestures all contribute to the impression you make on the interviewer. The following examples of proper body language and behavior, specific to the U.S. job market, may help you assess your presentation:

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

**After the Interview**

Send a thank-you note within 24 hours of the interview. (See the sample Thank-you Letter on page 45.) Your form of correspondence (email versus hand-written) should reflect the industry and the immediacy of any potential offer. For example, if a decision is to be made within a day or two, be sure to send an email. When sending an email make sure to send it at a reasonable hour (before 11 p.m. and after 5 a.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. Make sure to ask your interviewer for a business card before the interview is over.

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

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

After a first round interview, you may be called back for additional rounds of interviews, as this process will vary by employer. For those participating in On-Campus Recruiting, please keep in mind that second round interviews are typically not held at CCE, but rather at company offices. In these follow up interviews, you may meet with more than one person or participate in a group interview. Questions may be more specific and focus on particulars of the job and your understanding of the job or industry. This is also your opportunity to observe the office dress code, corporate culture, and work environment. Think about whether you could picture yourself working there on a regular basis. Learn as much as you can about the organization so that you can make an educated decision about whether or not you would be happy 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. Set up a time to meet with a CCE counselor to discuss your decision.
Beyond Behavioral Interviews…

While most employers utilize traditional behavioral interview formats to assess the potential fit of a candidate, certain organizations have adopted other methods of interviewing in order to have candidates demonstrate their skills in “out of the box” ways. Some of these alternative formats may include the following:

- **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 or how you collaborate to accomplish a shared problem or task.
- **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 interview questions is to conduct research to find out what types of questions you can expect and then review the materials from the classes where you learned the skill set. Perhaps ask a friend who has a similar skill set to test you prior to the interview.
- **Personality Test Interviews**—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 more about your work ethic, fit within the company culture, or how you manage stress.
- **Puzzle Interviews**—these interviews, also usually described as brainteasers, are questions offered by an employer to assess how quickly you can think on your feet and how you might approach complex problems. Questions could range from general inquiries such as “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 3:00p.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 how you are getting to the answer. It is the process that is important, not necessarily getting the exact right answer.
- **Task/Apprentice Interviews**—this type of interview may present you with a specific task at the interview which mirrors the activities of the job itself. The task may include creating your own public relations campaign for a new product, to having a mock conversation with a frustrated client, to synthesizing and evaluating data and making recommendations as to the ways it may impact organizational procedures.

Make sure to ask your employers before the interview about the format. Many times, when employers do engage in alternative interview practices, they will be able to point you to resources on their website and in other locations to prepare candidates for the task at hand.

**Sample Questions**

There are four principal types of questions you may encounter during an interview: 1) **traditional**, 2) **behavioral**, and 3) **industry specific**, and 4) **case-style interview**. For case-style interview information, review page 58. Keep in mind that you might not have prepared for every interview question that you get. Interviewers are trying to test your ability to think on your feet, while staying calm and focused.

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

- Tell me about yourself.
- Why did you decide to go to Columbia?
- Why did you major in ____________?
- Tell me about your job at ____________.
• Why did you leave your job/internship at _____?
• What are your strengths?
• What are your weaknesses?
• What are your long-term and short-term goals?
• How do you plan to achieve your goals?
• What do you see yourself doing five years from now?
• Why did you choose the career for which you are preparing?
• What qualifications do you have that will make you successful in your chosen career?
• Which three adjectives best describe you? Why?
• Why do you want to work for us?
• What can you offer our organization that no one else can?
• What do you think it takes to be successful in an organization like ours?
• What have you learned from your mistakes?
• Do you think your grades are a good indication of your academic achievements?
• How would you describe the ideal job for you following graduation?
• What 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. You want to be sure to capture the interviewer’s attention with a clear, quick, and focused response. This response (“two-minute pitch” or “elevator speech”) should give a summary of your background, focusing on why you are a good fit for this position in this organization. Please keep in mind that the employer is not interested in learning about your entire personal history. Before the interview, prepare an answer to this question. Write out your relevant or professional qualifications using the past, present, and future approach. Choose four to five highlights of which you are most proud (past and present). Be sure to back up these qualifications with examples, generally from your resume. Then, explain how you believe you can help this employer. See more about answering this question on page 56.

• What are your greatest weaknesses? When you answer this question you should be cautious. This is not an opportunity to confess a major flaw in your personality that would disqualify you from further consideration. However, it should not be a strength cleverly disguised as a weakness (e.g., “I’m a perfectionist”). In your answer include ways that you are trying to improve upon this weakness. In addition, anticipate several follow-up questions related to your weakness. It does not have to be a personality trait—you could choose a skill deficit or lack of experience, which may be easier to improve.

• Why should I hire you? In your answer, focus on what makes you unique and what you offer to an employer. Do not attempt to compare yourself with other applicants. Explain the combinations of skills and experiences you offer and why these will be valuable to this company.

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

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

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

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

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

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

Teamwork
- Describe a situation when you needed to sacrifice your personal objectives for the team’s benefit.
- Describe a situation where the true teamwork was the only means of achieving the most effective results. What were the elements of the team dynamic and how did you contribute to the dynamic?

Industry-specific interview questions test your knowledge of and skills as related to the industry to which you are applying. This is your opportunity to reveal research you’ve done online and by talking with professionals. This is a small sampling of industry-specific questions; look to resources including Wetfeet and Vault career libraries as well as 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 58.

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

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

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

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

Earth and Environmental Engineering
- How much do you know about energy audits, and what are the differences for new and existing buildings?
- Name three major contributions made in the energy field this year? On climate change?
Electrical Engineering
• How are analog signals converted to digital signals?
• Explain the differences between a transistor and capacitor.

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

Mechanical Engineering
• Explain power technology.
• Explain Newton's Laws.
• How is a factor of safety used in design?

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

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?

How to Handle Illegal Interview Questions

Remember it is not illegal to answer an illegal question if you feel comfortable doing so. Conversely, you can respond by saying, “I do not feel that is relevant to the position or interview.” Examples if you choose to answer:

• What is your national origin or place of birth? “I am authorized to work in the U.S.”
• Do you have any disabilities? “I have no issues that would keep me from effectively carrying out this job.”

Legal Interview Questions

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

Good Questions to Ask

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

• Is there a training orientation for new hires?
• What is the timetable for advising applicants of their status?
Interview with Confidence Worksheet

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

Tell me about yourself.

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

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

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

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

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

Behavioral Questions

Behavioral questions usually start with “Tell me about a time when” or “Give me an example of a time/experience when” (See pages 52 and 53 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”, which stands for: 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.

<table>
<thead>
<tr>
<th>Situation • Action • Result • Application</th>
</tr>
</thead>
</table>

**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
At a Glance: Consulting Case Interviews

What is a case interview? A case interview is the analysis of a hypothesized business question. Unlike most other interview questions, it is an interactive process. Your interviewer will present you with a business problem and ask for your opinion on resolving it. Your job is to ask the interviewer logical questions that enable you to make detailed recommendations. 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. Please 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>
<td></td>
</tr>
</tbody>
</table>

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

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

How should I approach the case interview? Use RASCALS

Repeat ➡️ Ask ➡️ Stop ➡️ Construct ➡️ Answer ➡️ Loosen Up ➡️ Summarize

- Repeat: Listen to the question, Rephrase what you hear, Make sure you and the interviewer are on the same page about the question
- Ask: Ask as many clarifying questions as you can about the problem, Use this time to show enthusiasm. If the product you are discussing is tires, think about tires. Get interested in tires. Show through your questions
- Stop: Ask your interviewer “Do you mind if I take 30 seconds to step back and collect my thoughts?” PAUSE BE SILENT THINK (It may feel awkward, but your interviewer will see this as a sign of maturity and confidence)
- Construct: Structure your response, write it down, Draw pictures, Create charts, Provide organization, 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
- Answer: Use headlines to describe what you are thinking (e.g., talk in topic sentences), Converse with the interviewer about the approach you have devised, Let your answer feel like a conversation – as if you are making a recommendation to a client
- Loosen Up: RELAX, Smile, Show confidence in your answer, Show enthusiasm for the topic, Show interest in asking for feedback from the interviewer on your approach
- Summarize: Articulate your conclusion, Reiterate your main points, Highlight the most important parts of the conversation (so the interviewer remembers!)

What else can I read/do? Case in Point by Marc P. Cosentino, Vault Case Interview 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.
Non Face-to-Face Interviews

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

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

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

Special circumstances to make a telephone interview successful:

- Schedule an appointment for your telephone interview. If the call comes in by surprise, try your best not to answer questions on the spot but rather schedule an appointment so that you can be well-prepared.
- Make sure to confirm details of the appointment 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 and answer by stating your name: “Hello, this is __________.”

Advantages of a telephone interview:

- You can refer to your resume and other preparatory notes that you’ve made. 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 with the improvement of video conferencing technology. It enables companies to interview candidates over great distances and it saves time and reduces travel and hotel costs. It is better than phone interviews in that the interviewer can see the candidates clothing, body language, and facial expressions.
Necessary Equipment:

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

Placing Yourself and the Webcam:

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

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

Talking about Employment Gaps During Interviews

As mentioned in the Resume Section of this Career Planning Guide (see page 24), 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:
  o I was at home taking care of a sick family member/taking care of my young children.
  o 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, job responsibilities, the manager, the organization, and the industry. In today’s uncertain business climate, the likelihood of negotiating offers is not always clear. Considering the following factors, however, will help you 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 student participating in On-Campus Recruiting, please refer to Policies and Procedures on page 86 regarding time allowed). Receiving an offer can be very exciting. Make sure you do not accept or commit to the position verbally until you fully plan to accept that offer. A verbal acceptance will be considered a commitment to that employer.

If you are interested in the position but are not satisfied with one or more aspects of it, you may choose to negotiate. Contact the person hiring you, reiterate your interest in the position, and explain your desire to negotiate. Be prepared to discuss your reasoning on the spot, or schedule a time to speak or meet, depending on your contact’s schedule.

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

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

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

Ethics of Negotiating

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

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

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

Additional Resources

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

Accepting and Declining Offers

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

Accepting a Job Offer

The following represents information you should know or have before 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

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

**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 88 for more information on managing this process.

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 conduct for your specific field (whether in the sciences, humanities, or social sciences). Therefore, it is imperative that you always check with your individual advisor and department for guidance regarding this preparation process. To improve your general interviewing skills, utilize CCE’s interview tipsheets, refer to books and online resources on academic interviewing, and/or meet with a CCE counselor or a faculty member for a mock interview.

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

How Academic Interviews Compare to Industry Interviews

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

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

Types of Academic Interviews

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

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

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

How to Prepare for a Campus Interview

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

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

• What to expect: Your interview will start the moment someone picks you up from the airport or meets you on campus,
and it continues through a social breakfast, individual meetings with most or all of the departmental faculty members,
lunch, potential individual or group meetings with graduate students, your job talk, or other presentation, an interview with
the Chair and/or the Dean of the School, dinner, and possibly cocktails (keep moderation in mind). This rigorous schedule
can occupy either one full day or be spread over two days. This said, the atmosphere of the campus interview is usually
pleasant and collegial. Keep in mind that you are being evaluated at all times, so maintain your professionalism even in
social situations.

• Prepare Your Job Talk: Your presentation is likely to be the most important part of the interview. Before you prepare your
talk, ascertain the department’s needs, find out who 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.

• 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.
BUILD A CAREER NETWORK

What is Networking?

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

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

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

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

– Samantha Seto
SCCEN Program Participant

What is Informational Interviewing?

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

Informational Interviewing Includes the Following:

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

Why Does Networking and Informational Interviewing Work?

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

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

– James Jelinek, SEAS 2013

Your Current Contacts

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

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

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

Columbia Alumni

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

Tips for finding alumni:

- Create a profile on LinkedIn (see pages 72 and 73). You can also join groups like Columbia Career Connections (CCC), Columbia Alumni Association, and IvyLife and search the alumni portal at linkedin.com/alumni. When you’re a member of a group, you can reach out directly to group members to request an informational interview or ask a question (see page 71).
- In addition to student groups and other departments on campus, CCE hosts events and panels throughout the year to connect you directly with alumni. Check out CCE’s “Connect with Alumni” webpage and Calendar of Events. Join student groups in your areas of interest to stay informed of events and resources they offer for connecting with alumni. Also regularly check the University-wide calendar of events.
- Some schools and departments within the University have additional resources for connecting with their specific alumni. For instance, the Mechanical Engineering department has a database of alumni who are willing to speak with current students for advice. Check websites and speak to departmental contacts for more information.
- Alumni often attend employer information sessions and career fairs on campus to represent their current companies. This is a great chance to make a first connection.
- CCE’s programs—like STEP, CEO, CEE, CCASSIP, and SCCEN—offer participants direct connections to alumni mentors. See CCE’s web site under “Find a Job or Internship” to learn more.
- If you are an alum, you can use the University-wide alumni directory through the Alumni Association website.
Additional Techniques

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

LinkedIn Groups

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

MentorNet

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

Professional Associations (Columbia and External Chapters) and Student Clubs

There is a professional association for almost every career field. Membership dues for students (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 all different backgrounds, fields, and experiences, so your network grows while you give back. One way you can find opportunities on campus is by connecting to Columbia Community Impact. More than 950 Community Impact volunteers operate 25 programs serving more than 8,000 people each year. Off campus, New York Cares, NYC.gov (search Health and Human Services and see the Volunteer link), or Idealist.org can help to connect you to opportunities.
Getting Started and Preparing for Informational Interviewing

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

- Develop a strategy before you begin to network. Start with a clear idea of your industry or career areas of interest. Identify the type of information you wish to obtain, and the best people to obtain it from.
- Create a list of potential contacts and an organized way of tracking communication with them. To expand your list of potential contacts, follow blogs and Twitter feeds, join professional associations, listservs, and online groups through LinkedIn and MentorNet.
- Approach contacts—either in person, via email, or phone—for informational interviews. See guidelines below and sample outreach on page 78.
- Do not take it personally if people cannot or do not help you. If you do not hear back right away, do not “harass” the contact. If two weeks pass from your initial contact with no response, you can follow up on your request via email or phone.
- Be confident! Networking and informational interviewing are respected means of career exploration and the search for opportunities. It is likely that your contact has networked in the past and will applaud your initiative.

Sample Request for an Informational Interview

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

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

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

- Know as much as you can about the industry and organization before your informational interview. This is an opportunity to ask questions you cannot answer online and to show interest through your research.
- Know as much as you can about your contact and his/her position in the organization before the interaction takes place. Google the contact and check his/her profile on LinkedIn.
- Be prepared to talk about yourself with a brief introduction that shares your educational information, key involvements/experiences on- and off-campus, and career areas of interest. See our online tipsheet on developing a 30-second introduction.
- Before the meeting, devise a list of 8–10 questions and prioritize them, knowing you might only get to a few.
- Dress neatly/professionally (appropriate for industry) and bring along extra copies of your resume, in case it comes up in conversation. Asking for feedback on your resume is an appropriate part of an interaction. You can also offer to send along a copy of your resume prior to the meeting.
- Know where you’re going, and arrive 10 minutes early to the meeting.
- Always ask your contact if he/she can recommend other individuals with whom to speak before ending the interview. If the individual puts you in touch with other people, and you have a successful exchange, be sure to let the original contact know.
- Always ask if there’s anything you can do for the contact.
- Send a thank-you note after every exchange (see page 78 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?”

Tasks and Responsibilities

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

Preparation for Career Path

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

Industry Knowledge

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

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

– Nina Tandon, GSAS 2009

LinkedIn

LinkedIn is a tool for 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 meeting to have your profile reviewed, or view a LinkedIn webinar on our website’s multimedia page to learn more.
Research

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

Connect

- Start by connecting with people in your immediate network: friends, family, classmates, professors, supervisors, and colleagues. Then, use the Advanced Search tool to find professionals in career fields or companies of interest to you—results will be sorted in order of closest connection.
- If you have a connection in common with an individual, he/she will appear at the top of your list. Use the “get introduced” tool in the Connect drop down to request that your connection introduce you to the professional with whom you wish to engage. You might want to reach out to that person for an informational interview—we will share more about this process in the next section.
- Join groups for your academic departments, industries of interest, alumni affiliations, or personal interests. Columbia-specific alumni groups include Columbia Alumni Association Network and Columbia Career Connections.
- Once you join a group you will have access to its membership list, which allows you to search for alumni and professionals in your career fields, target companies, or location. You can then send messages to members of that group, so try reaching out to request an informational interview.
- If you are knowledgeable in the group’s subject matter, you can post questions or responses to items in the newsfeed or on the 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 66–78 to understand the informational interviewing process and etiquette. When viewing the profile of a person you’d like to speak with, you can click the “connect” button and write your request in the space provided. You can view a sample request for an informational interview on page 78, but keep in mind that when sending a connection request you are limited to 299 characters (with spaces), so your message will likely need to be much shorter. For example, you might say something like:

  “Dear Mr. Coleman, I am a senior urban studies major at Columbia and am interested in working in international development. I would 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 2013 Social Recruiting Survey Results, recruiting.jobvite.com/resources/social-recruiting-reports-and-trends/
• Allows for a passive job search and enhances Search Engine Optimization (SEO)
• Supports your traditional job search documents; shares professional information beyond your resume
• Expands your network beyond first degree connections and who you know
• 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

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

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

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

Public Profile URL

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

- Post your current position as well as at least two past jobs, internships, and/or volunteer opportunities (note that volunteer experiences could instead also be listed in a separate “Volunteering & Causes” section)
- Under each position, list the bullet points from your resume; you can also add a few additional points if you’d like
- Use 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 21 for a list of strong verbs to get you started
- Note that you can now post presentation materials, writing samples, videos, and other industry-related materials to highlight the work you completed at each job*

Education

- Include all education as well as honors, awards, activities, significant projects, relevant courses, and/or other highlights
- Note that you can receive recommendations from professors, which 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

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

* 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

George Zhao
Equity Research | Excel Tutor | www.georgezhao.com
Greater New York City Area | Financial Services

Previous: Columbia University, The Boeing Company, Arnot Capital
Education: Columbia University - Fu Foundation School of Engineering and Applied Science

Connect | Send George InMail | 500+ connections

Background

Summary

I graduated from Columbia University in 2014 and currently am working in equity research at Sanford Bernstein in New York. I am the organizer of Excel Analytics and Programming workshops (see below), and engage in frequent hiring of the subject outside of the professional life. I like to read, take explore and play music.

Personal website: http://www.georgezhao.com/
Email: george@georgezhao.com

Projects

"Excel Analytics and Programming" Workshop
October 2012 – Present

- Initiated and taught workshops focused on applications of Excel functions and Visual Basic by self-designing tutorial guides.
- Presented 4-hour workshop to 250+ students at Columbia, receiving 95% positive feedback (Feb ’13)
- Planned and presented 2-hour workshop to 30 students and professionals in Alley NYC, generating $500+ in gross revenue (Apr ’13)

Experience

Course Assistant
Columbia University
January 2012 – May 2014 (2 years 5 months) | New York, NY

- Head assistant for Professor A. Webster’s Intro to Accounting and Finance (EOR E226) course
- Led as the primary point of contact in facilitating communication between the professor, assistant team, and students
- Designed and taught review lectures for students, before final exam

Procurement Finance Analyst Intern
The Boeing Company
June 2013 – August 2013 (3 months) | Greater Seattle Area

- Led Dollar Per Pound team discussions in pricing model redesign by developing a simplified data collection and customized output method, and communicating the end product to team and management leadership.
- Developed financial analyses for 747 Section 11 Request For Quote (RFQ) and communicated the business implications of the potential strategies to Procurement, Contracts and Program teams.
- Conducted research into accounting standards and industry analysis of Japanese suppliers, and presented summary at staff team meeting.

Investment Team Intern
Accent Capital
February 2013 – July 2013 (6 months) | New York, NY

- Support the Investment Strategist / Trader by developing intraday trading tools using Visual Basic programming.

Undergraduate Intern
Columbia University Center for Career Education
September 2011 – May 2013 (1 year 9 months) | New York, NY

- Initiated ‘Critical Problem Solving’ project to accumulate, digest, and share critical thinking problems.
  http://www.careereducation.columbia.edu/brainfuzzer
- Developed program and event analytics for Experiential Education and Student Enterprises (ESEE) Team.

- 1 recommendation

  Liz King
  Event Planner Superstar. Tech Obsessed. Events are the most powerful tool for creating a...

  I had the pleasure of managing Galaxy during the 2011-2012 Academic Year as an intern for the Center for Career Education. During the initial interview process, I was impressed with his breadth. He has a curious mind and is always willing to try...

Summer Research Intern
Highland Consulting Associates
May 2012 – August 2012 (4 months) | Cleveland, OH

- Researched investment funds by conducting quantitative and qualitative analysis of investment funds and made strategic recommendations to Research Team.
- Developed an automated system through Excel VBA and SQL code that drastically cut down the time needed to conduct investment manager reviews.

Summer Engineering Intern
Swagelok
May 2011 – August 2011 (4 months) | Sylmar, OH

- Documented best practices across company through extracting databases and interviewing all levels of associates.
- Developed searchable repository of solutions using Excel Visual Basic, for managers to communicate best practices across various facilities of company.
- Provided gap analysis to recommend future projects to higher management.
- Performed machine process capacity calculations and provided recommendations for improvement to technical sponsors.
- Presented results to managers and directors at midterm and final presentations.
Ivy Insiders Branch Manager
Revolution Prep
April 2011 – August 2011 (5 months) | Solon, OH

- Co-managed regional branch with $75,000 in revenue, and helped students improve an average of 198 points on SAT exam by teaching classroom courses
- Contacted local organizations and businesses to secure partnerships
- Hosted free mock SAT exams and information sessions for students and parents, and engaged in subsequent score consultations

Math Assistant
Kumon
June 2008 – August 2010 (2 years 3 months) | Solon, OH

- Taught mathematical skills to students ranging from kindergarten to high school
- Developed resource management skills by working with multiple students simultaneously

Science Intern
Cleveland Clinic
June 2008 – August 2008 (3 months) | Cleveland, OH

- Performed research project to investigate the effects of size and concentrations of hyaluronan fragments on attachment of heavy chain from Inhibitor
- Learned to use and interpreted results from gel-electrophoresis, Western blotting, and Odyssey Infrared Scanner
- Worked at lab of Dr. Vincent Hascall in Biomedical Engineering Department

Education

Columbia University - Fu Foundation School of Engineering and Applied Science
Bachelor of Science (B.S.), Operations Research. magna cum laude. 2013 – 2014 (expected)

Activities and Societies: Columbia China Business and Law Association, Global Recruitment Committee, Columbia Undergraduate Scholar Program (CUSP) Alliance
- 1 project
- 2 honors and awards
- 1 recommendation

Leone Rendón de Litt
Associate, Law Offices of Richard A. Altman

I was lucky enough to sit in on George Zhao’s Excel class last year at Columbia. George’s thorough understanding of the subject allowed him to intelligently lecture on a topic that intimidates most and also held the many questions with ease... View

Solon High School
High School Diploma
2006 – 2010

- National Merit Schlar, AP Scholar with Distinction
- Two individual event gold medalist and co-captain of 3rd place overall team at 2010 National Tournament hosted by University of Illinois at Urbana-Champaign
How to Make Contacts at a Networking Reception

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

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

Follow-up

It is important to follow up with people with whom you have spoken after your initial contact with them. Send thank-you notes within 24 hours of your meetings or conversations. See page 78 for an example. Additional follow-up is appropriate after you have taken someone’s advice on something and have an outcome to report. Examples of this include: contacting someone he/she recommended, joining a professional association, or reading a blog that was suggested.

Avoiding Obstacles and Common Pitfalls

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

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

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

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, and ask for names of other individuals you can contact.

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

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

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

Networkers and Students at Media Networking Night
Dear Ms. White,

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

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

Regards,
Alana Gomez

\[NOTE:\] If your message is sent via email, the address heading is not necessary.

---

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

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

May 3, 2014

Dear Mr. Shinohara:

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

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

Sincerely,
Ben Adams
GAIN EXPERIENCE

According to a 2013 study by the National Association of Colleges and Employers, 71% of employers prefer to hire candidates for full-time roles with relevant work experience, including internships. It is equally important that graduate students and career changers obtain relevant experience to be marketable in their chosen career field.

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

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

Employers find candidates through multiple means including:

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

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

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

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...
Finding an Undergraduate Research Position

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

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

Fraudulent Job Postings

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 opportunities. 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?

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 expect 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. 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, strict attention must also be paid to the requirements set forth by the New York State Minimum Wage Act and Wage Orders: http://www.labor.ny.gov/formsdocs/factsheets/pdfs/p725.pdf
Additional Considerations for International Students

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

LionSHARE…a Job Search Resource!

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

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

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

2. Upload documents under the “My Account” tab on your LionSHARE home page.
   - Make sure to upload your current resume, tailored cover letters, transcripts, etc. This will ensure your documents are ready to be sent to employers for application to full-time and internship postings.
   - 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 “Job Search” to see a full list of all currently active positions.
   - Use keyword and position type criteria to narrow your search.
   - Choose “Advanced Search” to be more specific in your search criteria.
   - When conducting a job search, be as broad as possible in your criteria selection so that you're sure to maximize the opportunities you can view.

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

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

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

- Students must access LionSHARE using their own account and are not permitted to allow anyone else access to that account.
- Students must thoroughly research companies they are interested in and should not indiscriminately send out mass resumes to all companies.
- Students must accurately represent themselves and their personal, academic, and professional information contained in LionSHARE.
- Students should carefully consider any and all offers. Once a final decision is made and an offer accepted students should never withdraw acceptance of that offer. If a student finds him/herself in a difficult situation as a result of an accepted offer, he/she should immediately contact CCE.

*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, 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 using 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 internship tweets and interview at their offices. Speak with a career counselor about your search and how to maximize CCE’s resources and services.
On-Campus Interviewing (OCI) Access in LionSHARE: In order to apply to OCI jobs and internships through LionSHARE, students and alumni of the four schools served by CCE must first request OCI access. To initiate this request, students will need to review and acknowledge the policies and procedures required for participation in OCI in one of two ways:

1. Complete the On-Campus Recruiting Overview and Training. This training can be found at this link: careereducation.columbia.edu/LionshareOCRTutorial
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.

View and Apply to OCI Jobs and Internships in Two Ways:

• Once you have acquired access you may, search by company name or position title under the job search tab. OCI positions are indicated by a “View Interview Schedule” button on the top right.
Or
• Click on the “On-Campus Interviews” tab in LionSHARE and click “Apply for Interview Schedules I Qualify For.”

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., 10:00a.m., 10:30a.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.

4. OCI Terminology:

• **Schedules:** These are company job postings that are part of the OCI Program.
• **OCR Timeline:** Each OCI job posting will have a timeline associated with it in LionSHARE. Target dates are provided to stay on top of deadlines and key steps in the process. These dates maybe adjusted throughout the process to accommodate
the employer’s recruiting schedule.

i. **Request Period Open:** The date students can start applying to an OCI posting.

ii. **Request Period Closed:** The application deadline for an OCI posting. Resumes cannot be submitted through LionSHARE after this date.

iii. **Accepted Student Sign Up:** Accepted candidates are those who have been selected by the employer for an interview. Accepted candidates will be notified via email. This date is the first date accepted candidates can choose an interview time slot in LionSHARE.

iv. **Alternate Student Sign Up:** Alternate candidates are those who have been selected by the employer to take the place of an accepted candidate should they choose not to interview. This date is the first date an alternate candidate may sign up for an interview timeslot. These slots are filled on a first-come, first-served basis.

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

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

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

- Refer to pages 48–65 for information on how to best prepare for your interview.
- Arrive at CCE 5–10 minutes prior to your interview. Sign in on the schedules board, and have a seat on the black benches towards the back of CCE. Some employers will have greeters in the Career Resource Center to meet you. Make sure to be polite and friendly to ALL company representatives.
- When scheduling your interviews, if you have been asked to schedule one hour, be aware that it could be two 30-minute, back-to-back interviews. This format allows employers to have you meet with multiple interviewers.
- When scheduling more than one interview in a day, **NEVER** schedule them immediately following each other. Make sure to allow at least 30 minutes in between interviews.
- Make sure to request a business card or contact information from the interviewer before you leave. You will need this to send a thank-you note following the interview (see page 45).
- If you need to cancel a first round interview, you must do so no less than two business days in advance of the interview. Late cancellations or not attending an interview may result in loss of LionSHARE privileges.

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

- Refer to pages 48–65 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.

**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 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 expected to uphold all OCI policies and procedures.

7. Accepting/Declining a Job Offer: Congratulations on receiving an offer of employment. Here are a few tips to help you navigate this process.

• Refer to pages 61–63 for information on negotiating/declining offers.
• Students participating in OCR are required to adhere to the following deadlines for accepting/declining offers:
  º October 31, 2014: Deadline to accept/decline full-time offers given by former summer internship employers
  º November 7, 2014: Deadline to accept/decline offers received through fall On-Campus Interviews
  º February 27, 2015: Deadline to accept/decline summer internship offers given by former summer internship employers
  º March 6, 2015: Deadline to accept/decline offers received through spring On-Campus Interviews
• Students should carefully consider any offers received. Once you decide where you would like to work, you should accept swiftly.
• Students should only give a verbal acceptance of an offer (either in person or over the phone) to an employer when they are sure they plan to accept the offer. A verbal acceptance will be considered a formal commitment to that employer.
• Once an offer has been accepted, students should immediately withdraw from any other interview process they are engaged in and decline any other offers they might have received.
• You should not hold on to multiple offers for an extended period of time. Make decisions as quickly as possible.

The Job Search Process

Six Stages in a Successful Search

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

Stage One: Develop a Plan of Action and Start Researching

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

☐ Create a polished, targeted, and error-free resume. Have it reviewed by a counselor. Be ready to tailor your resume to specific jobs.
☐ Create polished, targeted, and error-free cover letters for each position you apply to. Have your cover letter reviewed by a counselor.
☐ Ensure that your LionSHARE profile is complete and accurate. Sign up for On-Campus Recruiting Access through the On-Campus Interviews tab (see page 84).
☐ Clean up your online presence. Google your name and images and keep your social media profiles appropriate (see page 47).
☐ Join and be proactive in using LinkedIn and other online social sites (e.g., Facebook, Twitter). Join LinkedIn groups such as Columbia Career Connections, Columbia Alumni Association, and IvyLife (see pages 67–75).
☐ Develop and practice your 30-second introduction (see our online tipsheet).
☐ Consider purchasing business cards (you can get them at a discount rate through Columbia Print Services).

Stage Three: Get Involved and Build Relationships

☐ Set up informational interviews with alumni or other contacts in your current network to learn about careers and organizations that are of interest to you (see pages 69–78).
☐ Actively participate in and attend panels, information sessions, and workshops offered through CCE. Attend the Fall, Engineering, Spring, and Startup career fairs, as well as Media Networking Night, hosted by CCE (see pages 6 and 7).
☐ Join a professional association and attend their membership meetings. Many have student rates. The Center for Association Leadership offers a directory of over 21,000 professional associations (see page 68).
☐ Join student organizations and stay involved on campus. Many hold career related events throughout the year.
☐ Take on volunteer experiences to gain skills and meet new people.

Stage Four: Apply to Jobs and Internships

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

Stage Five: Interview and Follow-up

☐ Schedule a mock interview at CCE to build interviewing confidence. Set up a mock case interview to prepare for case-specific interviews (typical of fields like consulting), if you anticipate receiving one.
☐ Dress for success. Don’t forget that CCE has a Clothing Closet from which you can borrow a professional suit.
☐ Research and reflect before each interview. Review the interviewing section of this guide for tips for preparing for and succeeding in interviews (see pages 48–65).
Step Six: Evaluate and Respond to Offers, Make the Most of Your Experience

- If you receive an offer, let the employer know you are grateful, and ask when a decision is needed. Be sure that you have all the details: job description, salary, benefits, start date, etc.
- See pages 61–63 on evaluating, negotiating, and responding to offers.
- Review CCE’s salary negotiation webinar in the multimedia section of our website.
- Once you have accepted a position, let any other employers with which you were interviewing know your employment status. Inform your network of your success!
- View our webinar “How to Succeed in Business by Really Trying” for tips on making the most of your first three months on the job.

Staying Positive in Your Job Search

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

- Understand that the job search process is just that—a process. You won’t be able to create a resume, cover letter, fine-tune your interviewing skills, or land a job overnight. All stages of the process take time, dedication and research. Once you have accepted that fact, you can be a little more patient with yourself and others.
- Take breaks and engage in activities that nourish and uplift you. As part of the job search process, you are continually meeting new people during interviews, networking events, and informational interviews. One of the most important aspects of these interactions is the energy that you are displaying. Are you positive and upbeat or are you irritated and anxious? Taking time to decompress will help you to feel refreshed and stay focused. Also make sure to get enough sleep, eat, and get some exercise.
- Surround yourself with friends, colleagues, and confidantes. Think of the people in your life that are uplifting. After a day of tough interviews, a friend can be empathetic and remind you that setbacks are temporary. A former colleague can help you see your next steps more clearly. Some people even enlist a “board of advisors” to turn to with questions, or start a job search group amongst friends to keep up momentum.
- Consider volunteering while you search. It will help you to feel good, put your own experiences in perspective, and even grow your network.
- Keep a journal about your experience where you can reflect on your learning and next steps in your search.
College Recruitment Media and the Columbia University Center for Career Education would like to thank the above sponsors for making this publication possible.

Where high-tech meets high-finance.

Picture yourself as part of a leading global financial institution built on a culture of rapid innovation, technology and entrepreneurialism. We’re looking for big, brave thinkers who want to have a real, immediate impact on our firm, the financial markets and the global economy.

**MEET CITADEL**

Resume Submission Deadline: **September 15th**

Opportunities are available for our Financial Technology, Investment & Trading, and Quantitative Research roles

To apply, please submit resumes through Columbia’s LionSHARE system

CITADEL.COM
COLUMBIA UNIVERSITY TUTORING AND TRANSLATING AGENCY

columbia.edu/cutta | cutta@columbia.edu

Hire a Bartender
Secure the services of our well-trained professionals.

Sign up for a Class
Learn how to be a bartender for $250 in just 5 classes!

Join Us
Columbia Students looking for jobs can check out the Agency page on our website.

columbiabartending.com | info@columbiabartending.com
MISSIONS MAY CHANGE, BUT OUR COMMITMENT NEVER WILL.
Build your career with a dynamic, growing corporation

Festo recognizes the strategic importance of people in achieving future business goals. We believe that through recruitment and continuous development of the best people we can provide sustainable advantage in our marketplace.
Life is truly what you make it.

I started in computers by building one.

I learn as much from my son as he does from me.

Computers by day. Campfires by night.

Technology has found a home in Michigan.

Michigan is home to countless new stories being told through a growing number of voices. They speak of emerging technologies, along with thousands of IT and engineering jobs just waiting to be filled. Of course, the talk is also about how Michigan is an incredible place to call home. Opportunity is knocking. Open the door to Pure Michigan. Begin your story at mitalent.org.
Market Making

Trading Venues

Agency Execution

There wasn’t a trading firm that could bring it all together like this.
So we created a new one.
www.kcg.com

©2014 KCG Holdings, Inc. All rights reserved. Products and services are offered through KCG Americas LLC, member FINRA/SIPC. KCG Americas LLC is an operating subsidiary of KCG Holdings, Inc.

WE LIVE IN THE HOUSE WE ALL BUILD.

We choose the world we live in, so make the right choices. Earth Share supports more than 400 environmental and conservation organizations that impact you every day.

Visit us at earthshare.org
LONDON’S GLOBAL UNIVERSITY

UCL is a multi-disciplinary university with strength in depth across the academic spectrum, renowned for providing teaching and research at the highest international level.

QS World University Rankings 2012/13
1. Massachusetts Institute of Technology (MIT)
2. University of Cambridge
3. Harvard University
4. UCL
5. University of Oxford

www.ucl.ac.uk/us

THE STRENGTH TO HEAL
and the pride of being your best.

The price you’ll feel in being a doctor increases dramatically when you care for our Soldiers and their families. Our Health Professions Scholarship Program may help you reach your goal by providing full tuition, money toward books and lab fees, a $20,000 sign-on bonus, plus a monthly stipend to assist with school expenses.
For more information on the Army HPSP program, visit healthcare.goarmy.com/q250 or call 1-800-630-4186.

MS in Leadership for Creative Enterprises

Develop the business skills and industry contacts needed for career success in the visual, performing, and interactive arts.
• Management coursework tailored to the arts and entertainment industry
• Networking treks to New York and Los Angeles
• Focused internships for real-world experience

Contact us now and launch your creative career!
847-467-7117
creative@northwestern.edu
www.creative.northwestern.edu

©2013. Paid for by the United States Army.
All rights reserved.
Launch your international career through Peace Corps service.

Take charge of your future while making a difference as a Peace Corps Volunteer. Live, learn and work with a community overseas. Return home with the experience and global perspective to stand out in a competitive job market.

At St. George’s University School of Medicine, it’s all about success. The University’s strong curriculum and award-winning academic support services are focused on your success from day one—and the proof is in our results:

**Exceptional USMLE Scores**
A 98 percent pass rate for first-time test takers of the USMLE Step 1 in 2013.¹

**#1 Consistently Successful Residency Placement Rates**
SGU is the number one provider of doctors into first-year US residencies for the last three years combined.²

**770+ Competitive Residency Specializations**
More than 770 graduates obtained residencies in the US and Canada in 2014, many in highly competitive residency programs, with graduates specializing in everything from neurology and diagnostic radiology to surgery and pathology.³

**Scholarship Opportunities**
We don’t just encourage excellence—we reward it.

Last year, St. George's University awarded more than $4 million to incoming students through an array of academic scholarships.

SGU is authorized by the US Department of Education to administer student loans for qualified US students—one of few international schools permitted to do so.

Apply Now at www.sgu.edu/apply

To learn more about St. George’s University, visit sgu.edu/md, or contact Kristen Viola, Assistant Director of Admission, Northeast Region, at kviola@sgu.edu or 1 (800) 899-6337 ext. 9 1307.

---

1 Data as of March 2014
2 According to published information as of April 2014
3 Data as of May 2014

---

**Speak to a newly matched graduate to learn more**

**MATCHED!**

**PATRICK SMITH, MD ’14**
Family Medicine
MedStar Franklin Square Medical Center
Baltimore, MD

“At St. George’s, not only was I set up to excel on my board exams and stand out during clinical rotations, but I was able to learn great bedside manners. During my clinical rotations, it was clear that building relationships with patients is as important as strong clinical knowledge, and St. George’s helped me foster both so that I will be ready to provide great care to my patients when I get to Baltimore.”

---

St. George’s University
THINK BEYOND
Grenada, West Indies
USA.gov is your official source for federal, state and local government information. You’ll find answers to questions on everything from Social Security and government auctions to product recalls and travel advisories. And it’s also the place to share ideas with your government, or simply let us know what you think. To make your total government connection, visit USA.gov.

A public service message from the U.S. General Services Administration.
A DIFFERENT KIND OF GRAD SCHOOL EXPERIENCE

ARE YOU SEEKING A HIGHER CAREER TRAJECTORY — leapfrogging ‘entry-level’ by extending your skills in engineering or a related field? Lehigh’s fast-paced, marketplace-driven Professional Master’s Programs will help focus your aspirations and provide practical business and technical expertise in key industry sectors.

You’ll engage in real-world challenges faced by industry, explore topics that align with your career interests, and develop crucial skills in business and management. You’ll immerse yourself in modern operations and emerging technologies through coursework, field study, and collaborative projects. Degree paths are typically designed for one year or less.

Each program engages a broad network of seasoned professionals who help shape program curricula and serve as mentors for collaborative student research. This close interaction helps sharpen skills required for success in these industries; graduates are recruited by these and other leading organizations in their fields.

LEARN MORE
WWW.LEHIGH.EDU/ENGINEERING

PROFESSIONAL MASTER’S PROGRAMS

Energy Systems Engineering
Healthcare Systems Engineering
Technical Entrepreneurship
Structural Engineering
Analytical Finance
Management Science and Engineering
Manufacturing Systems Engineering
MBA and Engineering
LAUNCH YOUR CAREER WITH THE MAKERS OF MATLAB AND SIMULINK

MathWorks is the company that develops MATLAB® and Simulink® – the software that transforms the way engineers and scientists think and work.

We hire smart people who want to make a difference.

Find opportunities in:  
Computer Science  •  Mechanical Engineering  •  Electrical Engineering

Apply today:  
mathworks.com/jobs/grads

MathWorks
Accelerating the pace of engineering and science

NUCLEAR PROPULSION OFFICER CANDIDATE

ENGINEERING OFFICER

SIGN UP NOW AND RECEIVE A SIGNING BONUS AND TUITION WHILE IN COLLEGE

POSITIONS AVAILABLE:
- Submarine Officer
- Instructor
- Research and Development

BENEFITS INCLUDE:
- Full Medical and Dental Coverage
- 30 Days Paid Vacation Each Year
- Accelerated Promotion and More

BE A PART OF THE FINEST NUCLEAR ENGINEERING PROGRAM IN THE WORLD

CALL: 1-866-For Navy / 1-866-367-6289 or E-mail: Jobs_NewYork@Navy.mil

AMERICA'S
NAVY
A GLOBAL FORCE FOR GOOD.
MDRC was created in 1974 to learn what works to improve the lives of low-income people. The driving force behind MDRC is a conviction that rigorous tests of social and education programs — along with reliable evidence, well communicated — can make an important difference in social policy and support the well-being of low-income Americans.

We conduct quantitative and qualitative research to evaluate, develop, and strengthen programs for low-income populations in five areas:

- Promoting family well-being and children’s development
- Improving public education
- Raising academic achievement and persistence in college
- Supporting low-wage workers and communities
- Enhancing job prospects for people with barriers to employment

To learn more about our work, please check our reports, policy and practitioner briefs, as well as descriptions of our projects which are available on our Web site, www.mdrc.org.
East Campus, Lower Level
116th between Morningside and Amsterdam
(Enter through Wien Courtyard)

212-854-5609
careereducation@columbia.edu
careereducation.columbia.edu