

CAREER PLANNING GUIDE 2016–2017



COLUMBIA UNIVERSITY CENTER FOR
Career Education

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Welcome to the Columbia University Center for Career Education



Dear Columbia University Students and Alumni:

It is with great pleasure that I write to share the Center for Career Education's 2016–2017 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 1–4 p.m. during the academic year. CCE career counselors are also available for individual career counseling, resume guidance, interview preparation, and general career assessment. We offer skills-based workshops such as Power Half Hours on job searching, resume writing, networking, and interviewing throughout the semester (also available on the multimedia section of our website). Our online job and internship postings database, LionSHARE, is updated daily with new opportunities and is an excellent resource for students searching for internships, jobs, and employer events. CCE also holds special events throughout the year such as career fairs, networking nights, and industry showcases. For the most up-to-date information on our events, please check the calendar on our website at careereducation.columbia.edu.

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

Best wishes,

Kavita Sharma
Dean
Columbia University Center for Career Education



Visit Us

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(Enter through Wien Courtyard)

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Hours

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

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CONNECT WITH CCE

We invite you to partner with us at CCE as you navigate your career path. Finding a fulfilling career requires dedicating time and purposefully integrating career exploration into your life at Columbia. Just as you need to work towards good grades in your studies, it's essential to put effort into planning your career in order to land the opportunities that are right for you. As the job search process can be overwhelming at times, be sure to find time for yourself, and get support when you need it (see page 79 for the Job and Internship Checklist). CCE is here to help you through every step!

Quick Questions

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

Career Counseling and Interview Practice

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

Jobs and Internships

CCE offers domestic and international opportunities to help you explore your career interests and develop professional skills. See page 72. Access CCE's LionSHARE database to search job and internship listings. See page 76 for more information. Investigate funding programs for unpaid or low paid experiential opportunities on our website under "Find a Job or Internship."

CCE Online Career Resources

CCE has online tools to assist you with industry research, major and career exploration, and job listing and country-specific resources. Students and alumni can access Vault, Wetfeet, Going Global, industry, exploration pages, Versatile PhD, and UNIWORLD through the CCE website.

Clothing Closet

Borrow suits and accessories for the purpose of attending an interview, career fair or professional networking event, thanks to generous donations from Macy's and Bloomingdale's. Reserve online through the CCE website.

Dossier Service

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

Special Events and Workshops

CCE hosts both large scale events such as career fairs, industry showcases, and networking events, as well as smaller workshops on career development topics like resume and cover letter writing, job and internship searching, and networking.

Check our online calendar (careereducation.columbia.edu/calendar) regularly for up to date event and program information.



twitter.com/columbiacce



[instagram.com/columbiacce](https://www.instagram.com/columbiacce)



[facebook.com/CUCCE](https://www.facebook.com/CUCCE)



[linkd.in/columbiacareerconnections](https://www.linkedin.com/company/columbiacareerconnections)



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Char Smullyan

CCE Career Development Model

This model serves as a visual guide for understanding the steps we encourage you to take to move your career journey forward and the resources available at CCE for support. Begin by reflecting on where you are in your journey, and then explore CCE resources outlined. Learning how to engage with each piece of this model will ensure that you are equipped with the knowledge, skills, and support to design your next steps over your lifetime.

> EXPLORE

Develop self-awareness of your identities, preferences, strengths, and interests. Learn about potential career options to make meaningful choices in your academics, activities, and job search.

- Career Counseling on Self and Career Exploration
- Industry Exploration Resources
- Employer and Alumni Events
- Major-to-Career Resources
- Career Pathways for PhDs

> PREPARE

Create tailored resumes and cover letters, practice interviewing skills, build a professional online presence, research employers, and develop a plan of action for your search.

- Career Counseling to Get Ready for the Job and Internship Search
- Mock Interviews with Counselors and Alumni
- Tailored Career Skills Workshops
- Clothing Closet



> EXPERIENCE

Pursue opportunities like student clubs, internships, jobs, research, volunteering, and/or activities to develop skills, connections, and insight on your preferences, workplace etiquette, and potential career options.

- CCE-Sponsored Internship and Externship Programs
- LionSHARE and On-Campus Interviews
- Career Fairs and Industry Showcases
- Career Counseling on Job/Internship Search Strategies, Navigating the Workplace, and Maintaining Balance
- Funding Programs for Unpaid/Low Paid Experiences

> CONNECT

Grow your network of support with peers, faculty, alumni, and other industry professionals to gather information and advice.

- Career Fairs, Industry Showcases and Employer Site Visits
- Networking Events such as Alumni Dinners and Panels
- Alumni Mentors through CCE-Sponsored Programs
- Alumni Mock Interview Night
- LinkedIn Workshops and Profile Reviews
- Career Counseling on Networking Strategy and Informational Interviewing

Identify Your Interests, Values, Personality Traits, and Skills

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

Self-assessment is the first step. The more you understand yourself and your motivations, the more informed and productive your career search process will be. Start by reflecting on your interests, values, skills and personality traits, as well as key experiences you have enjoyed. Research shows that people most satisfied in their careers are those who are working in jobs that closely align with these areas. Use the following activities to think about these areas and how they connect to potential career options. Complete them on your own or discuss them with a CCE career counselor.

Identity:

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

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

At my core, I am...

1.	
2.	
3.	
4.	
5.	

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



Char Smullyan



Char Smullyan

Interests:

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

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

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

Activities involving:

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

Write some keywords from the themes that most describe your interests in column 1 of the chart on page 11.



Values:

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

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

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

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.



Char Smullyan

Personality:

Personality can be defined as a combination of qualities that form an individual's distinctive character, which influence how you see, experience, and interact with the world. We all have certain innate preferences and personality characteristics that feel more comfortable and natural, such as how we gain energy, perceive information, make decisions, and organize our external environments.

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

<input type="checkbox"/>	People and Interaction	Gain energy by being with other people; tend to be sociable, seek out others, enjoy interacting	<input type="checkbox"/>	Time Alone	Gain energy by spending time alone; enjoy social interaction
<input type="checkbox"/>	Talk and Participate	Talk more than listen, think out loud, focused on outside world of people and things	<input type="checkbox"/>	Listen and Reflect	Listen more than talk; reflective, like to think and then respond, focused on inner world of ideas
<input type="checkbox"/>	Practical and Concrete	Value realism and common sense, practical solutions, practical matters, concrete information, immediate action	<input type="checkbox"/>	Creative and Abstract	Drawn to imagination, creative new ideas, different ways of doing things, innovative solutions to problems
<input type="checkbox"/>	Details	See the trees in the forest and then the forest, give detailed descriptions, patient with routine details, precise step by step instructions	<input type="checkbox"/>	Big Picture	See the forest and then the trees, give more global descriptions, impatient with routine details want to know the purpose of projects and general goals
<input type="checkbox"/>	Logic	Prefer analysis and putting things together in logical order	<input type="checkbox"/>	Harmony	Prefer harmony and empathy, gathering consensus
<input type="checkbox"/>	Impartial Standards	Value one standard for all	<input type="checkbox"/>	Personal Analysis	Value exceptions to the rule and consider the effect of actions on people and feelings
<input type="checkbox"/>	Closure	Prefer to have matters settled. Happiest when there is a plan and clear structure, like to bring closure to the external world	<input type="checkbox"/>	Open-Ended	Prefer flexibility. Happiest when time is unstructured, like to stay open to all possibilities
<input type="checkbox"/>	Control and Organization	Organized, enjoy making lists of tasks and subtasks, prioritize effectively, attached to calendars, goal sheets, and outcomes	<input type="checkbox"/>	Unexpected and Go with the Flow	Enjoy variety and the unexpected, comfortable with ambiguity and last minute changes, open to new information

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



Skills:

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

Communication Skills

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

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 a form
- Use computer software for artistic creations
- Write poetry, fiction, plays

Cultural Respect Skills

- Understanding differences
- Global mindset
- Sensitivity
- Openness

Financial Skills

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

Leadership, Management, and Administrative Skills

- Envision the future and lead change
- Establish policy and/or procedures
- Set goals and determine courses of action
- Create innovative solutions to complex problems
- Develop and facilitate work teams

- Provide training for development of staff
- Demonstrative flexibility during crisis
- Evaluate performance
- Streamline processes

Life Skills

- Flexibility
- Adaptability
- Initiative
- Accountability
- Work ethic
- Responsibility

Mechanical and Technical Skills

- Invent
- Assemble/build/install
- Perform precision work
- Operate hand/power tools
- Troubleshoot/diagnose problems
- Drafting/mechanical drawing
- Understand manuals/diagrams
- Learn new technology easily
- Program/Code
- Using technology to identify information

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

Numerical Skills (Continued)

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

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

Problem-Solving Skills

- Anticipate/solve problems
- Bring order to 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

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

Training and Teaching Skills

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

In the chart on page 11, write down 5–8 of the skills that you feel are your strongest and **would most like to use** in a career.

According to a 2016 survey conducted by the National Association of Colleges and Employers (NACE), the top qualities/skills employers seek in hires are:

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

Year after year employers report looking for the same transferable skills, which are listed above. Remember these types of skills are developed both through studies, extracurricular activities, clubs, internships, study abroad, and life experiences unique to you!

> RELATED ASSESSMENTS

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.

CAREER VALUES CARD SORT

The Career Values Card Sort is a quick, simple tool that allows you to prioritize your career-related values. This assessment is an effective tool for providing a deeper understanding of what you intrinsically need out of a career.

MYERS-BRIGGS TYPE INDICATOR (MBTI)

The MBTI can help you identify your personality preferences and provide insight into how you make decisions, interact with people, gather information, and get energized. The MBTI does not measure aptitudes, but helps you better understand your motivations, strengths and potential areas of growth, and career areas for exploration.

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.

If you want to further explore your interests, values, personality, and skills, make an appointment with a CCE career counselor.



Likes and Dislikes:

Complete the activity below to reflect on how you have enjoyed or not enjoyed your previous experiences. When listing your likes and dislikes, be sure to think about the job tasks, skills you used, work environment, people you worked with, your boss/supervisor, the company culture and politics, hours, pay, perks, benefits, socialization, friends, resources available to complete the job, commute, professional development/opportunities for growth, travel, etc. Also, consider what was going on in your personal life at the time of each job—do you think that had any influence on the satisfaction of this particular job?

Job Title, Company/Organization and Brief Description	What I Liked about Job	What I Disliked about Job	Influence of Personal Life Factors?

Use this chart to record the interests, values, personality traits, identities, and skills you have identified through the previous exercises. Also note potential career options you have considered, or any careers that may connect to some of your preferences which you would like to explore further. Next, move to page 12 to learn about how to connect the information below to possible careers.

SELF-ASSESSMENT RESULTS					
Interests	Values	Personality Traits	Identities	Skills	Career Options

Connect Your Interests, Values, Personality Traits, and Skills to Careers

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

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

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

Online and In-Person Career Research Tools

CCE Industry Exploration Webpages



careereducation.columbia.edu/industryexploration

Learn about career paths, identify job search resources, and understand hiring practices in a variety of fields.

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


- CCE events like Industry Showcases, Professionals in Residence, Employer Information Sessions, and Employer Site Visits.
- On- and off-campus events such as professional association meetings/conferences
- Speaking with alumni, employers, and your own networking contacts in your fields of interest through informational interviewing (learn more on page 62).

Once you have narrowed down to a few areas of interest, try them out through extracurricular activities, volunteering, internships, and part-time jobs (see page 71). The following sections will help you to find and prepare for these opportunities.



onetonline.org

The US Department of Labor's O*NET database contains information on hundreds of occupations. Try a keyword search for a specific career, or use one of the advanced search options such as skills, values, or interests.



Log in with your uni to read overviews of 120 fields and download guides to help you launch your career.

careereducation.columbia.edu/resources/vault
careereducation.columbia.edu/resources/wetfeet

Visit CCE's website for more online resources, including our "Exploring Majors and Careers" and "Careers Beyond Academia" pages.

PREPARE

Start your career search early using CCE’s career counseling and 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 the Purpose of a Resume?

The main purpose of writing a resume is to convince a potential employer to interview you and consider you for a position. A resume summarizes your experience, education, and skills. Your resume is an honest reflection of your accomplishments and it is unethical to mislead employers. A resume differs from a CV (curriculum vitae) in that it is a more concise document consisting of your experiences, whereas a CV is more detailed, stretches beyond one page, and is typically used for academia.

How Do I Begin?

Before you start writing, 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 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 17 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 more appropriate for those with extensive work experience.

Format: Design the resume so that it is clearly organized and easy to scan. Use bold, underlining, and italics to draw attention, but use them sparingly and consistently so that the resume doesn’t appear cluttered. Margins should be between 0.5–1 inch and font size should be legible, between 10–12 points. You may vary the font size to provide further emphasis on your resume, but be sure to keep the font style consistent. Examples of different styles can be found on pages 23–28.

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 Experienced/Alumni sample on page 28.)



What Should My Resume Include?

All resumes will include the following:

SECTION NAME	WHAT TO INCLUDE
Contact Information	Your name, email address, and phone number.
Dates and Locations	Dates (ideally including specific months and years) and locations for all experiences.
Education	School, location, degree, date of graduation or expected date of graduation, major, and minor/concentration. The importance of having a GPA on your resume varies by industry and application requirements, so be sure to research the industry or job-specific expectations regarding GPA. You can also speak with a CCE counselor if you have questions about adding your GPA to a resume. If you are a first-year undergraduate or sophomore, you can list your high school, but you can remove it once you are a junior (unless it is a well-known school in the area where you seek employment). Also include previous undergraduate institutions, community colleges, dual-degree programs, and study abroad.
Experience	All or select paid and unpaid work, internships, volunteer jobs, and military service depending on how much you have. 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	Computer skills, foreign languages, technical skills, lab skills, and research skills as appropriate.

Everything on your resume should be accurate and should be an honest reflection of your skills, experience, academic accomplishments, etc. Do not exaggerate or embellish this information.

The following sections are optional:

Profile or Summary	A profile summarizes a person's qualifications; your education, skills, and related experience. This is especially appropriate if you are making a transition into a different industry where skills are transferable, or if you have many 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.
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."
Leadership/Activities	Clubs, athletics, and community organizations, and list any leadership positions held. If you have the space, you might describe your responsibilities using action verbs. You can also fit these in the "Experience" category if you worked extensively with the organization and can describe your role in depth.
Interests	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	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	A link to your blog, or portfolio if it is professional and includes pertinent information that an employer would find helpful in evaluating you as a candidate. You can also include any relevant URLs (from LinkedIn, Twitter, etc.) or a link to your electronic portfolio.

Resume Example

Alex Smith

00 Lerner Hall, New York, NY 10027 • 212-000-0000 • as@columbia.edu

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

EDUCATION:

Columbia University, Columbia College, New York, NY
Bachelor of Arts in English, expected May 2017, GPA: 3.4/4.0
Dean's List (Fall 2013–Present), Joseph and Ann Perlman Prize (2014)

GPA: Research the expectations for putting GPAs on resumes in your industry of preference. Do not round up. It must match your transcript.

RELEVANT EXPERIENCE:

Random House, New York, NY

June 2015–September 2015

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

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 through Google Apps

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.

Columbia Spectator, New York, NY

September 2014–May 2015

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

September 2013–May 2015

Office Assistant

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

ACTIVITIES:

Community Impact, New York, NY

January 2014–Present

Tutor

- Teach English-writing skills to five junior high school students on a one-on-one basis in an after-school program
- Design worksheets and assignments to improve grammar and expository writing

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

Columbia University Tae Kwon Do Club, New York, NY

September 2014–May 2016

Treasurer and Member

- Managed annual budget of \$1,500 and collected annual membership dues
- Supervised fundraising efforts including the Spring 2015 silent auction benefit; raised over \$1,000 for club activities

Computer and Language Skills: Always be honest about your level of proficiency.

LANGUAGE SKILLS:

French (intermediate); Spanish (basic)

COMPUTER SKILLS:

Proficient in MS Word, Excel, PowerPoint and Google Drive

What NOT to Do on a Resume

Objective: Use your cover letter to state which position you're applying to. Use an objective or summary statement if you're a career changer and need to explain your transition.

Fonts: Avoid fancy fonts. Use same font throughout the resume. There should be no period after the name.

Nikhil Shah.

Email: Use a professional email, preferably your Columbia address.

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

Objective: To secure a summer internship in finance

EDUCATION

Columbia University, Graduate School of Arts and Sciences, New York, NY

MA in Statistics (I expect to graduate in May of 2017)

Course Works: Mathematics of Finance, Stochastic Process, Time Series Analysis, Management of Extreme Financial Events, Game Theory

Pronouns: Do NOT use first person pronouns, such as "I" and "we."

Font Size: Keep font size and font type consistent throughout resume. "Coursework" should be singular.

University College London, University of London, United Kingdom

BS in Economics, June 2016

1st Class Honors Obtained

The Chinese University of Hong Kong, Hong Kong

Economics Summer Program, July - August 2012

Consistency: This is imperative on the resume. Do not indent one line where you have not indented others with the same information.

PROFESIONAL EXPERIENCE

Spelling: Mistakes are inexcusable. Spell check may not correct capitalized words by default in Microsoft Word.

ABN AMRO ASSET MANAGEMENT (ASIA) LTD, HONG KONG, SUMMER 2014

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

Formatting: Make sure your most recent experiences are closer to the top in a reverse chronological format.

Morgan Stanley UK Ltd, London, UK, Summer 2015

Intern, Credit Derivative Operations Support, \$15/hr.

- 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

Compensation: A resume is used to showcase your experience. Salary and compensation information comes later in the interview process.

ABN AMRO ASSET MANAGEMENT (ASIA) LTD, HK, JUNE – AUG 2013

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

Descriptions: Avoid using the same passive phrase repeatedly. Instead, use action-oriented verbs to begin phrases. Be more descriptive and specific with tasks.

Dates: Be consistent in displaying dates. Seasons can be appropriate for seasonal positions. If abbreviating months, use same format for all.

Logistics Information Network Enterprise Limited, HK, May – Aug 2012

(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

Titles/Bullets: Titles should be consistent; if you use italics for one title, use italics for all. Bullets must be aligned throughout.

Skills

Fluent in English, Cantonese and written Mandarin

Proficient in MS Office (Word, Excel, Outlook, Access, Power Point), Stata, Visual Basic

Languages: If applying for positions in the U.S., do not include English as it is assumed. If applying abroad, it can be appropriate.

Activities

Volunteer, Cultural Hour Event (two hundred member audience at International House), New York, 2016;

Trainee, New Jersey Marathon for April 2013

Products: PowerPoint is one word, with no space.

*****References:** Available when requested

References: Do not list references on the resume. There is no need to have a line indicating references are available. It is assumed.

Optimizing Your Resume for the Electronic Screening Process

Many employers use Applicant Tracking Systems (ATS) 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. 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! Your resume should never contain typos.

Determining Your Transferable Skills

Many of the things you do every day demonstrate transferable skills. Make a list of characteristics and abilities that you have, take a skills assessment like the ones found on page 9, or schedule an appointment with a career counselor to explore your transferable skills. Examples include:

- 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

You need to clearly articulate how your skills can be valuable to an employer.

Describing Your Experience

Create Strong Resume Statements and Bullet Points

How can you make your resume stand out from the stack of resumes employers receive? Aim for a clean and easy-to-read format and a structure that highlights your relevant skills, education, and experience. Develop statements or bullet points to demonstrate relevant skills and qualities. Be specific about what you did and how you did it. Provide contextual details to 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 where possible. See the examples and activity below to create impactful action and accomplishment statements that will help your resume stand out.

Activity:

First, read through the job description of a position of interest to you to understand the role and the employer's needs. Identify all the skills and qualities they seek (usually in the responsibilities and qualifications sections). Then use the STAR method to create impactful descriptions for each experience on your resume incorporating these skills/qualities.

Situation: What was the situation, problem, or conflict you were facing?
Task: What were you tasked with? What were your responsibilities or goals?
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, writing, interpersonal skills, and problem solving

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

Task: Help trainees learn the system faster.

Action: Initiated, wrote, and edited the first training manual for the company's data tracking system. Successfully presented proposal to use manual to management. Revised training program curriculum to implement new manual. 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. This example could easily focus on different skills (communication, persuasion, leadership, training) depending on what is relevant to the job.

Bullet Point Examples:

A. Generic Description:

Public Health Society

Events 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 misses the chance to showcase the skills used to carry out this task.

B. Strong, Concrete Description:

Public Health Society

Events 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, adding depth and efficiently illustrating the candidate's abilities and experience.

The second bullet point indicates research and interpersonal skills, which were used to secure panelists. It also demonstrates the ability to communicate with professionals outside of the university.

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

C. Adding Accomplishments and Impact:

Employers want to learn about the skills of an individual and to understand the impact they have had on a project, organization, or company. Were the materials and publicizing efforts successful? Did these actions result in reaching a new group of students? 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 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 above, “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. Increased attendance at several club programs by 75% (if you have an accurate figure)
- Create marketing materials and publicize events through social media. Saw 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.

> HOW TO GET HELP ON YOUR RESUME FROM CCE

We encourage you to use our services to make your resume stand out. You can:

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.

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

Research

analyze
assess
calculate
chart
compile
compute

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

Administrative

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

Improvement

accelerate
adapt
affect
amend
amplify
appraise
arrange
augment

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

Attainment

accomplish
acquire
attain
discover
earn
fulfill
gain
incur

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

Marketing

advertise
distribute
motivate
promote
publicize
publish
recruit
report

represent
sell
strategize
survey

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

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. This brief statement at the top of your resume is essentially a summary or snapshot of your skills, professional experience, accomplishments, knowledge, and education. Including a summary gives you a chance to show employers exactly how your background fits with the position to which you are applying. A summary is not necessary if you are a recent graduate with a background that directly matches your target industry.

General guidelines: A summary should be short, approximately two to five phrases and written in paragraph or bulleted form. The title can be: Summary of Qualifications, Career Profile, Career Highlights, Professional Summary, or just Summary or Profile. See our online tipsheet on writing resumes for experienced candidates.

Activity:

To help determine aspects to highlight in your summary, conduct research on positions of interest and write a list of the common requirements and qualifications. Next, assess your skills and credentials. Based on research you have conducted, how does your background and experience align with the qualifications outlined in the job description? Select skills, experience, accomplishments, knowledge, and education that you would like to showcase and write them below. Remember, keep your profile concise; prioritize 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 summarize items you listed above, perhaps starting with some of the following phrases:

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

1. _____
2. _____
3. _____

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

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

Professional Role: _____

Finally, put all the sentences together and edit for a clean, concise, and compelling summary/profile statement.

Examples:

Career Profile

Successful professional with corporate marketing and training experience seeking position in nonprofit organization leveraging fundraising and program development skills. Recognized for ability to develop strong relationships and plan strategically. Strengths include:

- Leadership
- Marketing
- Training
- Time Management
- Relationship Building
- Public Speaking

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 editorial planning, global marketing strategy, 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.

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. Employers can interpret employment gaps on a resume as a cause for concern, unless the candidate addresses them on the job application. Here are a few ways to positively manage gaps on your application materials:

1. Drop the months from your employment dates on your resume and just use years: Example: 2012–2014 *instead of* May 2012 to February 2014
2. Consider a summary statement (see page 21) 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 28, 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, e.g.,

...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, and 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 54 for addressing employment gaps in interviews.)

Undergraduate Resume Examples

Eva Xiang
0000 Lerner Hall, 2920 Broadway, New York, NY 10027
(917) 123-4567 | ex9876@columbia.edu

EDUCATION

Columbia University, The Fu Foundation School of Engineering and Applied Science
Bachelor of Science – Civil Engineering (Concentration: Structural Engineering, Construction Management), Architecture Minor
New York, NY – May 2017
GPA: 3.3 *Relevant Coursework:* Computer-Aided Structural Design (AutoCAD & SAP2000), Principles of Construction Techniques, Dynamics and Vibrations, Fluid Mechanics, Mechanics of Solids, Urban Infrastructure Systems, Architecture Design Studio

SKILLS

Design: AutoCAD, Architectural Desktop 2010, Maya 3-D Animation, SAP2000
Computer: Microsoft Office: Word, Excel, Publisher, PowerPoint, MATLAB, ArcGIS Mapping, Adobe Photoshop
Language: Chinese (fluent), Japanese (conversational)

ENGINEERING EXPERIENCE

Walt Disney/ABC Television Group
Facilities & Infrastructure Systems Management Intern
New York, NY
June 2016 – August 2016

- Ensured facilities were operated and maintained through demand and preventative maintenance, contract and vendor management, life cycle management of assets, and project and financial management of capital projects
- Supported in the management of the design and construction phases of chiller installation and sidewalk replacement projects

Martin Horn Inc., General Contractors

Construction Management Intern
Charlottesville, VA
May 2015 – July 2015

- Aided the Construction Superintendent on an \$8 million major renovation project at South Slaughter Hall of UVa Law School
- Performed construction and administrative duties including progress reports, updating change orders, plan changes, and RFIs while facilitating the communication and collaboration between contractor, subcontractors, architects, specialists, and laborers
- Supported the Construction Superintendent in interpreting and explaining plans, contracts, and technical information to workers
- Instructed, supervised, and coordinated on-site construction operations of subcontractors and laborers

ENGINEERING PROJECTS

Engineers Without Borders – Morocco, Columbia University Chapter
Project Team Lead, Design Team Lead
New York, NY
December 2013 – Present

- Oversee all engineering aspects of implementing a 225 ft suspended footbridge including: research, design, resourcing, logistics, and construction as well as compiling the technical portion of 70-page report on implementing bridge in Morocco
- Traveled to Morocco to inspect existing bridge conditions, survey for a new bridge site, and personally came up with a decking implementation system using creative problem solving skills to overcome feasibility problems
- Lead a team of students to brainstorm, research, and design an innovative wooden-deck, synthetic cable footbridge in rural Morocco

AISC-ASCE Student Steel Bridge Competition

Columbia University Chapter
Team Member (Designer and Constructor)
New York, NY
September 2015 – Present

- Designed a 17 ft steel truss bridge using SAP2000 to construct in the spring for the annual competition in April 2015
- Fabricate bridge members in Columbia's Carleton Laboratory and aid in the construction and improvement of the bridge

Architecture, Construction, Engineer (ACE) Mentor Program

Team Member (Designer)
Charlottesville, VA
January 2012 – May 2012

- Used AutoCAD among team members to design a hypothetical, multi-purpose, 10-story building in Charlottesville

ACTIVITIES

The Society of Women Engineers, Marketing Committee, New York, NY
September 2015 – Present

- Manage social media content on Facebook, Twitter, and Instagram to promote events and share relevant engineering news
- Assist committee with recruiting speakers for annual Columbia Women in Engineering conference and marketing the event to students

First-Generation Low-Income Partnership (FLIP), Member, New York, NY
September 2014 – Present

Michael Mason

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

EDUCATION

Columbia University, Columbia College, New York, NY
Bachelor of Arts
Expected May 2020

Boston High School, Boston, MA
May 2016

HONORS

Columbia University Kluge Scholar (Four Year Scholarship)
National Honor Society (2013–2016)
Harvard Book Award (2015)

EXPERIENCE

Boston University Medical Center, Boston, MA
Medical Volunteer, Neural Connections
Jan. 2014–Feb. 2016

- Interacted with patients of all ages with various neurological conditions.
- Provided emotional support to patients through regular one-on-one meetings.
- Organized patient recreational activities including memory and card games as well as hand-eye coordination exercises.
- Acted as patient liaison, aiding with mobilization and mealtime assistance for an average of 10 patients per shift.

Joe's Bagels, Brookline, MA
Nov. 2014–Sept. 2015

- Provided fast, efficient, and courteous service to all customers.
- Operated cash register by totaling bills, receiving payments, and distributing receipts.
- Ensured adequate supplies of change and correct amount of money at ends of shifts for proper reconciliation.

LEADERSHIP

Columbia University, NCAA Division I Baseball Team
First Baseman, Outfielder
Sept. 2016–Present

- Dedicate 40 hours per week to practice, conditioning, competition, and team meetings.
- Volunteer at community organizations including local schools, homeless shelters, and sports camps.

Boston High School Student Paper, Boston, MA
Editor-in-Chief, Feature Writer
Dec. 2014–Mar. 2016

- Trained 20 new staff members and organized weekly staff meetings.
- Identified potential news related to student issues and administration; assigned writers and edited final drafts of stories.
- Restructured the existing system of submission, revision, and publication in order to provide valuable feedback and ensure a quality final publication.

ACTIVITIES

Columbia University Black Student Organization, Member
Columbia University College Democrats, Member
Sept. 2016–Present
Sept. 2016–Present

SKILLS:

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

Undergraduate Resume Examples

BRENDAN WEAVER

549 Riverside Drive, New York, NY 10025 • (212) 716-0964 • bdw102@columbia.edu

EDUCATION:

Columbia University, School of General Studies, New York, NY
 Bachelor of Arts in Political Science, GPA: 3.4/4.0
Expected Graduation May 2017
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 2015–Present
 • Develop 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
 2014–Present
 • Wrote 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, 1/69th Infantry, New York National Guard, New York, NY
 2014–2015
 • 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

Training Room Noncommissioned Officer in Charge, Ft. Richardson, AK; Combat Outpost, Afghanistan
 2013–2014
 • Supervised a two man team in charge of personnel and communication matters in a 90 man company
 • Organized company's paperwork and records ensuring that all files were properly distributed and completed

Charlie Troop Air Noncommissioned Officer in Charge

Combat Outpost, Afghanistan
 2012–2013
 • Coordinated helicopter assets coming into the combat outpost to resupply unit and airlift personnel to other locations
 • Assisted helicopter crews and supervised personnel in downloading all military equipment, supplies, and passengers into and out of COP Wilderness

Airborne Infantrymen, C TRP 1-40 Cavalry, Airborne, Ft. Richardson, AK; Baghdad, Iraq
 2009–2012
 • Deployed to Operation Iraqi Freedom from October 2010 to November 2011 as grenadier in a 20 man Scout Reconnaissance Platoon accomplishing an estimated 200 combat missions
 • Served time as a team leader in charge of two additional individuals while in Iraq

LEADERSHIP ACTIVITIES:

Columbia University Military Veterans Club, New York, NY
 2015–Present
Vice President
 • Created and implemented the "Veteran Career Initiative" at Columbia, which included three skill-building workshops, ten employer presentations with a networking component, and fifteen recruiting events

Community Service Chair, New York, NY
 2013–2014
 • Communicated with local service organizations to develop outreach opportunities for the organization's membership
 • Coordinated community service involvement including clothing drives, homeless shelter visits, and tutoring for middle school aged children from disadvantaged backgrounds

VOLUNTEER EXPERIENCE:

East Bronx Futures Academy, Volunteer, New York, NY
 Summer 2013
 • Coached and prepared local teenagers for SAT, ACT, and TACHS examinations
 • Developed and taught individualized science curriculum to a group of 20 high school students

SKILLS AND INTERESTS:

Skills: Spanish fluency, Proficient in Microsoft Word, Excel, PowerPoint, Outlook
Interests: Distance running, biographical and geopolitical literature, and editing Wikipedia articles

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 2018
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 2016
 • Analyzed impact of three potential acquisitions for retailer Ralph Lauren under debt/equity financing scenarios
 • Performed pro forma valuation of Ralph Lauren using discounted cash flow (DCF), comparable public company and precedent transaction methodologies
 • Presented conclusion of analyses and final recommendation to senior Credit Suisse investment bankers

East End Advisors

Research Assistant
 New York, NY
 June – August 2016
 • Created quarterly performance reports for portfolios 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

Steven Cabrera, C.P.A., P.C.

Administrative Assistant
 White Plains, NY
 May – August 2015
 • 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 Financial Investment Group (CFIG)
 New York, NY
Business Relations Coordinator
 January 2016 – Present
 • Collaborate with a team of 10 to trade a virtual portfolio of stocks and options, forecast market moves, and evaluate potential trades
 • Maintain and initiate relations across the financial services industry for programming and recruitment purposes
 • Compile and present news reports on emerging markets and propose relevant trades at weekly membership meetings

Columbia University: Office of Residential Programs

Community Adviser
 New York, NY
 September 2015 – Present
 • Lead a staff of 12 resident advisers to promote community development for 415 students in undergraduate residence halls
 • Promote intellectual 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

Vice President and Dance Performer
 New York, NY
 August 2015 – Present
 • Advise president on performance proposals, community initiatives, and future direction for team of 15
 • Ensure proper budget spending with the help of the treasurer and partake in financial decisions
 • Negotiate with university administration on space and logistics for performance events and rehearsals
 • Organize and perform in annual university-wide fall performance; raised \$2,333 in revenue for yearly city-wide community service project

SKILLS AND INTERESTS

• Computer: Microsoft Office Suite, STATA
 • Language: Fluent in Spanish
 • Interests: Latin American Literature, Partner Dancing, Soccer

Undergraduate Resume Examples

NAJA A. KABIR

000 West 110th Street, New York, NY 10025 • (212) 555-1234 • nak001@columbia.edu

EDUCATION

Dual Bachelor of Arts Degree Program Expected May 2017
Columbia University, School of General Studies, New York, NY
 Bachelor of Arts, Middle Eastern, South Asian, and African Studies, GPA: 3.9; Dean's List, Honor Society, Phi Beta Kappa

Sciences Po Paris, Paris, France
 Bachelor of Arts, Social Sciences, Middle East and Mediterranean Program with focus on Economics, *Summa Cum Laude*

WORK EXPERIENCE

Wamda Research Lab, Amman, Jordan June 2016—August 2016
 Research Fellow

- Conducted research through personal interviews and literature review in support of the first major study of entrepreneurship in the healthcare information and technology sector in the Middle East and North Africa region
- Enhanced cultural competency, professional development, and personal network through workshops and mentoring program arranged through the Columbia Experience Overseas Internship program
- Documented and shared internship experience with fellow students as a Tamer Center for Social Enterprise Summer Fellow

Hackley School Alumni and Development Office, Detroit, MI May 2014—July 2014
 Intern

- Communicated with alumni by creating Facebook pages for specific class years, preparing mailings, and assisting with the publication of online newsletters to keep alumni informed about on-campus activities and connected with one another
- Utilized fundraising database software Raiser's Edge to identify specific alumni groups to be contacted during the development campaign, and organized data in Excel format about contacts made to maximize further outreach efforts

ACTIVITIES AND OTHER EXPERIENCE

Columbia University Women's Rugby Football Club, New York, NY September 2015—Present
 Player, Fundraising Chair (December 2014—December 2015)

- Played as a forward at lock position and improved communication, teamwork, and leadership skills
- Planned and organized monthly fundraising events as the team's Fundraising Chair
- Strategized team goals and guided team's direction as a member of Elected Board

Arab-American Family Support Center, Queens, NY January 2016—May 2016
 Academic Exchange Fellow

- Tutored recent immigrants of secondary school age in high school subjects and test preparation to empower them with the necessary tools for academic success
- Discussed current events in Arabic to strengthen personal Arabic language skills and improve speaking and listening ability

Community Impact, Student Health Outreach, Columbia University, New York, NY September 2015—May 2016

- Taught nutrition curriculum to sixth grade class at Mott Hall School and introduced students to nutrition concepts including the food groups, serving sizes, diet-related diseases, and the importance of exercise during weekly classes
- Developed and improved nutrition curriculum and class materials during weekly meetings with other student-teachers

LANGUAGE SKILLS AND STUDY

Critical Language Scholarship, sponsored by the US State Department, Rabat, Morocco June 2015—July 2015

- Completed an 8-week Arabic language program in Modern Standard Arabic at AMIDEAST in Rabat, Morocco
- Participated in a range of cultural activities, learned basic Moroccan Colloquial Arabic, and lived with Moroccan host family

Arabic: Advanced (Certified by American Council on the Teaching of Foreign Languages in 2015); Basic knowledge of Jordanian and Moroccan Colloquial Arabic Dialects

French: Proficient

Joseph Alan Kempner

0101 Lerner Hall, New York, NY 10027
 jak917@columbia.edu | 642-555-0000
 www.josephalankempner.com

EDUCATION

Columbia University, Columbia College New York, NY
 BA in English Literature, Psychology May 2018
 3.5 GPA | Cum Laude, Dean's List

New York University, Tisch School of the Arts New York, NY
 Summer Filmmaker's Workshop Jul. 2013—Aug. 2013
 4.0 GPA

PROFESSIONAL EXPERIENCE

Brooklyn Small Business Development Center Brooklyn, NY
 Administrative Intern May 2016—Present

- Schedule consultations between local entrepreneurs and business advisors while maintaining primary calendar.
- Prepare physical materials, reserve space, process expenses and document attendance for center events.
- Manage Facebook and Twitter presence, prepare email campaigns to 5,000+ subscribers and update website.
- Specialized projects such as implementing a self-scheduling system and developing crowdfunding campaigns with clients.

Foresters Financial New York, NY
 Intern to Senior Financial Services Representative May 2016—Sept. 2016

- Obtained new clients for representative by conducting strategic communications via phone, mail and informational events.
- Coordinated a health fair consisting of 17 geriatric wellness groups for the elderly population of Hudson County, NJ.
- Secured funding for and organized the assembly of 200 school supply packages for charitable distribution.

Office of Undergraduate Student Life, Columbia University New York, NY
 Social Programmer for New Student Orientation Program Feb. 2015—Aug. 2015

- Developed, coordinated and supervised a week's worth of social events for 2,000+ incoming students, including performances, information sessions, tours of New York City and a dance party at the Intrepid Sea, Air & Space Museum.
- Supported the recruitment and training of 253 Orientation Leaders and Crew Chiefs.

EXTRACURRICULARS

Latenite Theatre, Columbia University New York, NY
 President May 2016—Present

- Oversee a nine-member executive board and a troupe of 45+ members throughout performance cycle.
- Calendar performances, arrange use of facilities and work with administrative bodies to ensure group compliance.
- Lead rehearsals, plan recruitment events and cultivate a diverse community with a passion for creative experimentation.
- Productions: *Bohem 101*; *Rhapsody*, Actor (Spring 2016); *Late Night at Madame Sequester's*, Writer/Actor (Spring 2015); *The Affair of Weatherby Castle*, Co-Director (Fall 2014); *Peter Peter Pumpkin-Eater*, Co-Director (Spring 2014); *Dragon Juice*, Co-Director (Fall 2013); *Looting 101*, Co-Director (Spring 2013)

Undergraduate Recruitment Committee, Columbia University New York, NY
 Student Admissions Volunteer Dec. 2015—Present

- Lead campus tours, staff visitation programs, speak on informational panels and conduct prospective student interviews.

ADDITIONAL PRODUCTIONS

CENTO Director Columbia University Performing Arts League
Unweaving the Core Athena, Narcissus, Sultor Columbia University Center for the Core Curriculum
The Morning Show Producer, Stage Manager Chicago Public High School

SKILLS

Creative Software: Premiere CS5, After Effects CS5, Photoshop CS5, Final Cut Pro 7, Final Cut Express 4, iMovie
Productivity Software: Word, Pages, Google Docs, PowerPoint, Keynote, Excel, Outlook
Web: Facebook, Twitter, Drupal 7, Constant Contact, Hootsuite, HTML (basic)
Languages: Spanish (proficient), French (proficient)

Undergraduate Resume Examples

PAT HENDRICKS

1 W 72nd Street, New York, NY 10022 • (212) 111-1111 • prh908@columbia.edu

EDUCATION:

Columbia University, School of General Studies, New York, NY Expected May 2019
Bachelor of Arts in Psychology

Community College of Atlanta, Atlanta, GA 2014–2015
Dean's List (four semesters), Phi Theta Kappa, Student L.E.A.D.S

EXPERIENCE:

The Prime Rib of Atlanta, Atlanta, GA 2008–2016

Bartender and Server Captain

- Trained new hires in professionalism and guest relations
- Developed strong food, cocktail and wine knowledge, assisting with recommendations
- Led guests to a memorable dining experience while maintaining a relaxed demeanor amidst a bustling atmosphere
- Served as mentor and knowledgeable resource to fellow staff
- Dedicated 40 hours per week while maintaining full-time enrollment in college
- Locked up nightly, checking out closing paperwork and cash from servers to be locked in safe

The Shipwreck Grille, Hoboken, NJ 2007–2008

Server

- Learned fundamental skills required to meet guest's needs in fine dining atmosphere
- Elevated overall service of staff through assisting in any role required

ACTIVITIES:

Columbia Bartending Agency 2016–Present

Bartender

- Prepare and serve comprehensive selection of beverages at private events in New York City
- Provide excellent customer service leading to consistently outstanding reviews
- Maintain clean, organized bar and service areas and accurate supply inventory

GS Alliance 2016–Present

Member

Entertainer 2008–Present

Singer/Songwriter/Multi-instrumentalist

- Work with venue owners and booking agents to schedule up to two events per month
- Organize events with other groups, often providing backing equipment, operating sound board and providing musical accompaniment
- Maintain a consistent rehearsal schedule between six to ten hours per week
- Recorded two full length EP's at Atlanta Studios

LANGUAGE SKILLS:

Spanish (intermediate)

COMPUTER SKILLS:

Proficient in MS Word, Excel

Graduate Resume Examples

ADITYA R. SUD

1111 Broadway, Apt 1A, New York, NY 10027 • (212) 705-1111
ars2246@columbia.edu • linkedin.com/in/adityarsud45

EDUCATION

Columbia University | School of Engineering and Applied Science New York, NY
MS in Mechanical Engineering, GPA: 3.8 Expected Dec 2016
Relevant Coursework: Aerodynamics, Product Design for Manufacturing, Automotive Dynamics, Computer Aided Manufacturing, Compressible Flow, Turbomachinery

University of Mumbai | Saraswati College of Engineering Navi Mumbai, India
BE in Mechanical Engineering (Passed: First Class) May 2015
Relevant Coursework: Machine Design I & II, Finite Element Analysis, Internal Combustion Engine, Mechatronics, Production Processes I & II, CAD/CAM/CM, Manufacturing, Planning & Control

Maharashtra State Board of Technical Education | Agnel Polytechnic Vashi
Diploma in Mechanical Engineering (Passed: First Class with Distinction) Navi Mumbai, India
Relevant Coursework: Design of Machine Elements, Production Technology, Metrology and Quality Control June 2012

EXPERIENCE

Air India Ltd. Mumbai, India

Intern | Component Overhaul Division June 2010–Nov 2010, Dec 2011–May 2012

- Conducted Non-Destructive Testing operations, such as LPT, Magnaflux and Eddy Current Testing on the undercarriage such as wheel hubs and landing gear to detect surface defects
- Overhauled aircraft structures and performed hot and cold bonding operations to repair delaminations for the structural repair of the composite material aircraft components

PROJECT EXPERIENCE

Design of a Multi-Stage Axial-Flow Compressor Nov 2016–Present

Columbia University New York, NY

- Design the multistage axial flow compressor with the given parameters, such as the compression pressure ratio (4.15), polytropic efficiency (90%), and operating conditions
- Calculate static and stagnation conditions and flow and blade angles of each stage, using Matlab and Microsoft Excel

Design for Manufacturing: Comparison of Component Design Using Boothroyd and Poli Method Sep 2015–Dec 2015

Columbia University New York, NY

- Utilized Boothroyd and Poli methods to compare given designs and analyzed both parts on basis of Cost and Time Parameters
- Presented the analysis detailing the feasibility of each component

Micro-generation: Design and Fabrication of a Windturbine July 2011–May 2012

Team Lead | Agnel Polytechnic, Vashi Navi Mumbai, India

- Designed the blades of the wind turbine, based on the size and material specification
- Analyzed the truss of the wind turbine, based on parameters such as location, inclination and wind speeds on ANSYS
- Modeled the entire assembly of the wind turbine in AutoCAD and SolidWorks, and fabricated the Blades and Truss
- Erected and installed wind turbine, and obtained required 600W of power to run appliances for given time

LEADERSHIP & ACTIVITIES

Member, Society of Automotive Engineers (SAE-India), University of Mumbai

Member, Indian Institute of Industrial Engineering, Agnel Polytechnic Vashi

President, Mechanical Engineering Students Association (MESA), Agnel Polytechnic Vashi July 2010–May 2012

SKILLS

Software: AutoCAD, SolidWorks, CATIA V5, ANSYS 13.0, Matlab R2013a, Primavera Project Management, ProModel,

Microsoft Office, Adobe Photoshop CC

Engineering: CAD (Drafting), 3D Modeling, Analysis and Validation, DES, Design for Manufacturing (DFM, DFMA)

Add-on: ASME Y14.5M-1994 (GD&T), IT Grades, Mechanical Systems, CNC, Manufacturing Processes &

Machine Workshop

Certification: Master Diploma in Product Design & Analysis, CADD Centre Training Services (Navi Mumbai)

Graduate Resume Examples

RICHARD LANG

500 Riverside Drive, New York, NY 10027 • r12612@columbia.edu • (212) 555-1234

EDUCATION

Columbia University, Graduate School of Arts and Sciences, New York, NY Degree Expected May 2017
MA Mathematics of Finance GPA 3.95/4.0

Relevant coursework: Corporate Finance, Capital Markets, Research Methods

Double degree programme:

Universität Hamburg, Hamburg, Germany June 2013

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

London School of Economics, London, England June 2013

MSc in Econometrics and International Relations

Relevant coursework: Long Wave Theory, Statistics, Operations Research

WORK EXPERIENCE

European Bank for Reconstruction and Development (EBRD)

Statistical Analyst

EBRD Representative Office, Moscow, Russia Jan 2015–July 2016

Monetary and Economic Department

- Contributed statistical assistance to policy notes and working papers
- Provided research assistance to the EBRD Eastern European Research Programme

Research Analyst

EBRD Headquarters, London, United Kingdom June 2013–Dec 2014

Research Support

- Provided econometric assistance for research projects.
- Compiled and processed statistics for regular publications (the Quarterly and Annual Reports)
- Performed statistical assistance to policy notes and seminars

Deutsche Bank AG (DB)

DB Headquarters, Frankfurt am Main, Germany

The DB Econometrics Internship Programme

Econometric Modeling Division Jan 2013–June 2013

- Collaborated with team in charge of macroeconomic projections for Euro area

The DB Statistics Internship Programme

Financial Institutions and Markets Division July 2012–Dec 2012

- Researched Monetary & Financial Institutions, interest rates: data production and review
- Drafted assessment reports and liaised with central banks

TECHNICAL SKILLS

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

LANGUAGES

- German:* Fluent.
- French:* Fluent reading. Proficient writing and speaking

SCHOLARSHIPS

- LSF Graduate Fellowship Program
- DAAD (Deutscher Akademischer Austausch Dienst)
- ERASMUS scholarship

Experienced/Alumni Resume Examples

GREGORY M. SMITH

400 W. 90th STREET, APT 10D • NEW YORK, NY 10069 • GMS22@COLUMBIA.EDU • 646-222-3333

EXPERIENCE

Huron Consulting, New York, NY October 2006–Present

Consultant (2009–Present, promotion), Senior Associate (2008, promotion), Associate (2006–2007)

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 (2010); National Tessie Award for Volunteerism (2011).

Bain & Company, San Francisco, CA 2005–2006

Associate Consultant

Advised Fortune 1000 companies on strategic and operational planning.

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

JPMorgan, New York, NY Summer 2004

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 2011–Present

Executive Committee Member—Campaign to end global poverty.

Wall Street Volunteers, New York, NY 2008–2010

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

The Girls and Boys' Town, Brooklyn, NY 2006–2008

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

PROFESSIONAL ASSOCIATIONS

Professional Consultants Association 2006–Present

Member

American Management Association 2004–Present

Member

EDUCATION

Columbia University, New York, NY 2012

Master of Arts in Statistics; GPA: 3.8/4.0

Activities: Member, Statistics Society (2010–2011)

University of Pennsylvania, Philadelphia, PA

Bachelor of Arts in Economics; Minor in History; GPA: 3.7/4.0

Honors: Cum Laude; Phi Eta Sigma; Golden Key Honors Society; National Society of Collegiate Scholars
Activities: President (2004) Delta Phi Delta fraternity; Member varsity swim team (2001–2002)

SKILLS

Software: Microsoft Office Suite (Word, PowerPoint, Excel), QuickBooks, CRM, Salesforce
 Languages: Spanish (Advanced), Russian (Intermediate)

Experienced/Alumni Resume Examples

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

CAREER PROFILE

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

NONPROFIT AND GRANT WRITING EXPERIENCE

REFUGEE & IMMIGRANT FUND, Queens, NY, 2011–Present
Volunteer

- Collaborated with the founder on two grant applications to highlight the nonprofit's mission, goals, and funding requirements, resulting in awards of \$25,000 used to fund two new programs.
- Edit grant proposals and templates by reorganizing information, rewriting success stories, copyediting sentences for clarity, and proofreading for errors.
- Adapt proposal templates to send to specific foundations and edit letters of interest, as needed.
- Mentor a teenage refugee from Mali, sharing information about New York transportation, landmarks, and conversational English.

BROOKLYN ACADEMY OF MUSIC (BAM), Brooklyn, NY, 2007–2009

Part-Time Assistant to the Community Affairs Manager

- Developed marketing strategies to attract audiences for dance, opera, theatre, and music performances; attendance increased by 25%. Duties included drafting advertising mailings, budgeting funds, establishing partnerships with community business owners, and building the database of local arts enthusiasts.
- Organized 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.
- Researched and budgeted resources for activities and décor at a Halloween block party for 200 guests.

WRITING AND RESEARCH EXPERIENCE

NEWSWEEK BUDGET TRAVEL, New York, NY, 2011–Present

Assistant Research Editor, Arthur Frommer's Budget Travel

- Pitch and write stories on deadline for monthly magazine about international and domestic travel.
- Write up to three blog posts per month for BudgetTravel.com, a Webby-nominated site.
- Maintain perfect record confirming the accuracy of one third of every issue, meeting tight deadlines.

FORBES, New York, NY, 2010–2011

Editorial Assistant, ForbesLife Executive Woman (now ForbesWoman)

- Researched, pitched, and wrote articles ranging from 500 to 1,000 words.
- Fact-checked half of the magazine, meeting tight deadlines with 100% accuracy.
- Managed writer contracts, acting as the liaison between writers and the legal and accounting departments.

TIME OUT NEW YORK, New York, NY, 2009–2010

Freelance Writer

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

EDUCATION

COLUMBIA UNIVERSITY, New York, NY

BA in English and Comparative Literature

- Magna Cum Laude, GPA: 3.96, Dean's List (2006–2010), Golden Key Honor Society (top 15% of class).
- Fall semester abroad studying theater at the British American Drama Academy in London, England.

TEACHING PROJECTS ABROAD, St. Louis, Senegal

- Improved French language skills with 60 hours of one-on-one training.
- Provided care and meals at a shelter for neglected Qur'anic students five days per week.

ADDITIONAL SKILLS

High level of competency with Microsoft Office (Word, Excel, PowerPoint, Outlook). Proficient in French.



Char Smullyan



Char Smullyan

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 might use a CV to apply to graduate school or research positions.

What Should My CV Include?

All CVs Should Include the Following Information:

SECTION NAME	WHAT TO INCLUDE
Contact Information	Name, street address, email address, and phone number. Optionally, you can add relevant URLs or a link to an electronic portfolio or website.
Education	Schools, locations, degrees, and dates of graduation; dissertation or thesis titles, names of advisors, and committee members, and any other graduation distinctions.
Research Experience	Past and current research projects.
Teaching Experience (<i>advising or mentoring can be included here or, or listed as separate sections</i>)	Course level, title, and your role in the course (e.g., Lecturer, Teaching Assistant); and any curriculum or course development contributions.
Teaching and Research Interests	Courses that you are capable of or interested in teaching; your research interests.
Publications	Journal articles, chapters in edited volumes, articles for online magazines; manuscripts that are “currently under review” or “in publication (and be prepared to provide a draft if one is requested).”
Conference Papers/Invited Talks/Presentations	Note the names, titles, and locations where appropriate.
Service	On-campus service; and service to professional organizations outside of the university.
Advising/Mentoring	This section may be included under teaching experience.
Honors/Awards/Grants/Fellowships	This section may be included under education.
Professional Memberships	List all relevant memberships and positions held.

The Following Sections Are Optional:

SECTION NAME	WHAT TO INCLUDE
Additional Experience (<i>such as positions that you have held outside of academia</i>)	Community Service and/or Involvement, Relevant Coursework, and 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 what would be appropriate for your field.
Skills/Languages	Relevant computer skills, foreign languages, technical skills, lab skills, and research skills.

How Should I Organize My CV?

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 position. There are no universal rules for a CV so check with your advisor.

Formatting is 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 appear in the same place within each entry. Be consistent in your use of punctuation, typeface, and indentation. Judicious use of bold type and white space can help make your CV a swift and easy read. 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:

- *The Academic Job Search Handbook* by Julia Miller Vick, Jennifer S. Furlong, and Rosanne Lurie (University of Pennsylvania Press, 2016) contains sample academic job search materials for nearly every discipline.
- Scientists and engineers should take a look at the resources at ScienceCareers.org.
- Faculty members post their CVs online, so look for examples from new faculty in your field.
- Search CCE's website for "CV."

> ACADEMIC JOB SEARCH MATERIALS

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



CV Examples

ROBERTA C. SUAREZ

123 Morningside Drive
New York, NY 00000
(212) 555-1234 • rcs777@columbia.edu
www.linkedin.com/in/rcs1234

EDUCATION:

Columbia University, Graduate School of Arts and Sciences, New York, NY
Ph.D. in U.S. History, Expected May 2017

Dissertation: "Politics in Working Class Los Angeles"

Dissertation Advisor: Fiona 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 2009

Honors Thesis: "The Nixon Administration"

FELLOWSHIPS AND AWARDS:

Matriculation and Facilitates Fellowship, Columbia University, 2010–2012

Interdisciplinary Fellowship, Columbia University, 2010–2011

President's Fellowship, Columbia University, 2010–2015

Gross Travel Grant, University of Southern California, 2008

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, 2014–2015

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, 2012–2013

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, 2011–2012

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, 2015–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.

Suarez CV, page 1/2

New York Historical Society, New York, NY

Researcher, 2011–2013

Researched issues in New York City history; selected writers for publications and exhibits.

Houghton Mifflin Company, Boston, MA

Writer, 2009–2010

Researched and wrote reference articles on diverse topics in American history.

ABC News, Los Angeles, CA

Researcher, 2007–2009

Verified the historical accuracy of special programming on American history.

PUBLICATIONS AND PRESENTATIONS:

"Class Conflict in a Working Suburb of San Francisco in the 1920s." Paper presented at the Annual Meeting of the Association of Geographers. San Francisco, CA, March 2015.

"Working Class in Los Angeles in the 1920s." Paper presented at the Los Angeles History Research Group. San Marion, CA, November 2014.

"Alcoholism in America" (with Alison Lee). Report prepared for the National Institute on Alcohol Abuse and Alcoholism. Los Alamitos, CA, May 2013.

"An Analysis of the Recent Presidential Campaigns." Paper presented at the Conference on the Presidency, sponsored by the Center for the Study of the Presidency. Erie, PA, April 2009.

MEMBERSHIPS AND SERVICE:

American Historical Association

Organization of American Historians

Western Association of Women Historians

President, Graduate History Association, Columbia University, 2011–2013

LANGUAGES:

Reading and basic speaking competence in French and Spanish

Suarez CV, page 2/2

Suarez CV, page 1/2

NEIL ABADOU
123 West 111th Street, Apt. 2B
New York, New York 10025
(646) 222-2222 • na1234@columbia.edu • neilabadou.com

EDUCATION

Columbia University, Graduate School of Arts and Sciences, New York, NY
Doctor of Philosophy, Chemistry; Emphasis: Organic Synthesis, Expected May 2017
Master of Philosophy, May 2015
Master of Arts, May 2012

Swarthmore College, Swarthmore, PA
Bachelor of Arts, Chemistry; with Honors, May 2011

RESEARCH EXPERIENCE

Columbia University, Department of Chemistry, New York, NY 2012–Present
Graduate Research Assistant
Advisor: Professor Steven B. Plume
Contributed to and led multiple research programs on redesign and synthesis of antitumor anthraquinone pluraflavin A. Working toward completion of the total synthesis of ET-743 as well as additional analogs for biological evaluations and structure-activity relationships (SARs).

Swarthmore College, Swarthmore, PA 2009–2011
Presidential Senior Scholar (2010–2011)
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 (2009–2010)
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 2009. Paper published in *NCUR Proceedings*, September 2009.

HONORS/AWARDS

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

Swarthmore College:
Rhodes Scholarship, Pennsylvania State Finalist 2010–2011
Delta Sigma Chi International Balfour Finalist
AICF Senior WU Chemist Award
Senior Key

Presidential Senior Scholar 2009–2010
Nancy K. Detering Waechter Scholarship
Delta Sigma Chi Foundation General Scholarship

Abadou CV, page 1/2

Mary Stuart Rogers Scholarship 2008–2009
Franklin O. Parker Scholarship
G. Herbert Smith Award

First Year Student Award 2007–2008
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 Ecetinasclidin 743." *Angew. Chem. Int. Ed. Engl.* 2014, 10, 1602.

C. Chan, C. Chow, J. Davis, E. Huo, J. Smith, P.J. Danishefsky. "The Solution to a Deep Stereochemical Conundrum: Studies toward the Tetrahydroisoquinoline Alkaloids." *Angew. Chem. Int. Ed. Engl.* 2013, 41, 1711.

TEACHING EXPERIENCE

Columbia University 2012–2014
Teaching Assistant (2012–2014)

Synthetic Methods in Organic Chemistry (graduate course); Dr. Tim Jones, Spring 2013.

Substitute lecturer in absence of professor (four classes)

Organic Chemistry II (undergraduate course); Dr. John L. Mener, Spring 2013

General Chemistry I (undergraduate course); Dr. Paul H. Wright, Fall 2012; Dr. Ted J. Grey, Fall 2012

Preceptor (2012)

Head TA responsible for overseeing eight fellow graduate student TAs

Swarthmore College 2011

Teaching Assistant

Advanced Organic Synthesis Lab (Spring 2011)

Organic Chemistry I: Taught two guest lectures to a class of fifty undergraduates (Fall 2010)

LEADERSHIP/SERVICE

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

Columbia Science Honors Program 2013
Instructor
Taught an introductory synthesis course to advanced high school students from the New York area (Fall 2013)

Columbia University Synthesis Literacy Group 2013
Founder
Created organization and website (columbia.edu/cu/chemistry/groups/synth-lit/) (Fall 2013)

PROFESSIONAL AFFILIATIONS

American Chemical Society (2012–Present)

New York Academy of Sciences (2013–Present)

Abadou CV, page 2/2

Converting a CV to a Resume

Why Would I Convert My CV to a Resume?

While a CV 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. To learn more about resumes, read the Resume overview starting on page 13.

Transforming Your CV Into a Resume in Six 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 Resources

- The Versatile PhD: Log in from CCE’s website for first person narratives about careers outside of academia.



Roberta C. Suarez

123 Morningside Drive
New York, NY 00000
(212) 555-1234 • res7777@columbia.edu
www.linkedin.com/in/rcs1234

EDUCATION

Columbia University, Graduate School of Arts and Sciences, New York, NY

Ph.D. American History, Expected May 2017

M.Phil. American History, May 2013

M.A. in American History, May 2012

University of Southern California, Los Angeles, CA

B.A. History *summa cum laude*, May 2009

EXPERIENCE

Columbia University, New York, NY

Predoctoral Fellow (2015–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 (2012–2015)

- 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+
- Evaluated and provided feedback on student performance throughout academic year

Teaching Assistant (2011–2012)

- 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 (2011–2013)

- 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

Writer (2009–2010)

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

ABC News, Los Angeles, CA

Researcher (2007–2009)

- Cooperated 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; Adobe InDesign and PageMaker, EndNote

Languages: Advanced French and Spanish

NEIL ABADOU

123 West 111th Street Apt. 2B • New York, New York 10025
646) 222-2222 • na1234@columbia.edu • neilabadou.com

EXPERIENCE

Columbia University, New York, NY

Research Assistant, January 2012–Present

- Collaborate with several postdoctoral researchers and graduate students to ensure successful and timely completion of projects
- Manage and mentor two undergraduate researchers
- Design synthetic schemes and revise approaches in the course of research
- Published research on formal synthesis of ET-743 in two peer-reviewed scholarly journal articles
- Presented research at symposium with over 300 attendees
- Projects included a variety of complex natural products with biological activity; each compound has potential in the treatment of either Alzheimer's Disease, heart disease, or cancer

Teaching Assistant, September 2012–May 2014

- Designed and taught several full lectures in absence of professors
- Taught tri-weekly recitations to supplement lecture courses in organic chemistry for two years
- Evaluated students' ability to solve problems in synthesis
- Organized a team of eight fellow TAs as Preceptor/Head TA (Fall 2012)

Instructor, September–December 2013

- Designed and presented a weekend introductory synthesis course to NYC area high school students through the Columbia Science Honors Program

Swarthmore College, Swarthmore, PA

Researcher, June 2009–May 2011

- Collaborated with two postdoctoral researchers toward the synthesis of a natural product, kalkitoxin A
- Presented achievements at the National Conference on Undergraduate Research (April 2009) and at the Regional Murdock Conference (October 2009)

EDUCATION

Columbia University, Graduate School of Arts and Science, New York, NY

Ph.D., Chemistry, Expected May 2017; M.Phil., May 2015; M.A., May 2012, G.P.A.: 3.9/4.0

- Selected Honors/Awards: National Science Foundation (NSF) Pre-Doctoral Fellowship
- Coursework at Columbia Business School: Foundations of Strategy; Management and Leadership

Swarthmore College, Swarthmore, PA

B.A., Chemistry, May 2011, G.P.A.: 3.7/4.0, with Honors

- Selected Honors/Awards: Rhodes Scholarship finalist; Presidential Senior Scholarship; Delta Sigma Chi International Balfour Finalist

LEADERSHIP

Columbia University, 2013–2014

- *Class Representative* – Graduate Student Council
- *Co-Founder* – Columbia Synthesis Literacy Group

Swarthmore College, 2008–2011

- *Founder* – Swarthmore Men Against Violence
- *President* – Delta Sigma Chi Fraternity (2007–2008)
- *Captain* – Varsity Wrestling Team (2008–2010); Northeast Conference Champion (2008, 2009)

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. Tailor your cover letter for each organization and position. Since every organization is different you cannot write one general form letter to use for all of your applications. Cover letters demonstrate knowledge and enthusiasm for the organization to which you are applying, and give examples from your past experience that show why you would excel in the position. Cover letters are also writing samples and enable employers to get a sense of your writing skills and style; they 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, Twitter, and Instagram and set up Google Alerts to read about the latest trends and news at the company.
- **Analyze the job description:** The job description tells you exactly what the employer is looking for. The job duties and qualifications are often listed in order of priority.
- **Analyze your background:** Ask yourself what you bring to the 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.
- 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 the name is not included in the job description, try searching the company's online directory (if available) to identify the person you would report to. If you cannot get this information, 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 correct.
- When sending your resume and cover letter by email you may include your cover letter in the body of your email without the address header. If applying online, upload your cover letter as a PDF file.

Structure of the Cover Letter

- **Introduction:** State the position for which you are applying, where you found out about the job, and who you are. It is also helpful to include 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.
- **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. Your cover letter should have demonstrated that you've researched their firm and explained 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.

Sample Cover Letter with Job Description and Comments

Sample Job Description:

Investment Analyst
Barclays Capital Investment Banking

Job Description: Our analysts provide financial information, advice and recommendations to fund managers based on analysis of global investment data. To become an analyst at Barclays Capital, you need an outstanding undergraduate degree. Work experience gained through internships can be an advantage. Applicants should possess strong communications, research, analytical and quantitative skills. Fluency in more than one language is an asset and the ability to work as part of a team is essential.

Job Duties:

1. Research Companies
2. Analyze company accounts, profit and loss sheets and cash flow information
3. Interpret complicated financial data and information
4. Use specialist media sources to get information about current financial news
5. Write financial research summaries
6. Meet regularly with company and fund managers to impart insight on economic trends and investment potential and provide recommendations

Skills/Qualifications

Bachelor's degree in Accounting, Finance, Economics or Statistics; research, analytical, and problem solving skills; Financial Modeling and Projection knowledge; SAS/STAT, Matlab and Advanced Excel a plus; highly motivated team player and leader with ability to work under pressure.

Sample Cover Letter (with comments)

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

October 8, 2016

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 2017. 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 2016 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 created and delivered PowerPoint presentations about my team's research in bi-weekly meetings with fund managers. At the end of the summer, my own contributions and those of my talented teammates were recognized by the Chief Economist and fund managers, who unanimously declared us the winners of our company's Intern Investment 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

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

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

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

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

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

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

The student shows relevant responsibility and leadership examples.

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

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

These letters (and on pages 38, 39, and 41) are only guides to provide an idea of what to include in your letter! **DO NOT COPY THEM DIRECTLY!** We suggest that you write the first draft of your letter without using a sample to guide you. The most important quality you can convey in your cover letter is enthusiasm, and this must be done in your own style. Once you've created your first letter, those that follow will be much easier.

Creative Industry

1234 Jones Way
Los Angeles, CA 93510
310-555-5432
jamis.dean@gmail.com

July 23, 2016

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

Dear Hiring Manager:

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

As a senior editor, copy editor, and editorial intern, I've honed my writing and editing skills. I've produced compelling digital and print content for multiple platforms, from tablet magazines and social media to glossy print pages and online news sites. I've written about The Runner's Center topics—training, racing, injury prevention, nutrition, weight loss, and inspiration. Peers and bosses alike come to me for proofreads, fact checks, top edits, and big-picture meetings. 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. Thank you for your time and consideration.

Sincerely,
Jamis Dean

Undergraduate Internship

Layla D'Antonio

1 Lerner Hall 114th Broadway New York, NY 10027 | lad1234@columbia.edu | (212) 555-0000

February 5, 2017
CNN International Asia Pacific
30/F Oxford House, Taikoo Place
979 King's Road
Quarry Bay, Hong Kong

Dear Ms. Chan,

I am writing to express my interest in your editorial internship as part of the Columbia Experience Overseas Hong Kong. I have a great interest in media production and journalism and am eager to explore these fields in one of the world's fastest-growing markets. This summer I will be a rising sophomore at Columbia University studying psychology with a special concentration in sustainable development. I would be excited to apply the cultural awareness and critical thinking skills gained from my coursework, as well as my creative and teamwork skills honed in my on-campus work experience and as a student-athlete, to this position.

For the past year, I have worked with the Columbia Video Network recording classes as part of the developing online sector of Columbia University School of Engineering. My colleagues and I were responsible for producing content that students living outside of the United States can rely on for their classes. Outside of these recordings, I played a vital role managing our social media presence via Facebook and Twitter. My goal was to increase the network's online exposure by sharing photos from our production room, writing posts about advancements in technology, and sharing engineering-related news and content that would be of interest to our students and followers. Doing this I was able to acquire familiarity with media outlets and increase engagement with potential students.

Moreover, as a current Division I student-athlete, I have learned and mastered balancing both a demanding schedule and a fast-paced environment; characteristics I readily expect from CNN. Perseverance, mental stamina and time management, are but a few of the skills I've developed in my athletic career. I have also learned how to be an effective communicator and leader as a liaison between my teammates and coaching staff.

The chance to contribute to CNN as an editorial intern is very exciting and it would be an honor if chosen. I am passionate about visual media production and the ways in which we use technology as a tool for the transmission of knowledge. I look forward to the opportunity to learn about news production and grow as a journalist and creative thinker. Thank you for your time and consideration.

Sincerely,
Layla D'Antonio

Engineering

1111 Lerner Hall
2920 Broadway
New York, NY 10027
917-555-0000
df1234@columbia.edu

March 11, 2016

Vince Winchester
Thornton Tomasetti
51 Madison Ave #19
New York, NY 10010

Dear Mr. Winchester,

I am writing to express my interest in the Energy Analyst internship at Thornton Tomasetti. I initially learned about the position by speaking with Charlotte Greene at Columbia University's Sustainability Career Fair. I am a senior at Columbia majoring in Mechanical Engineering and believe that my passions for helping the environment and engaging in complex engineering problems would make me an asset to your team.

My extracurricular and work experiences have helped me develop the strong critical thinking and interpersonal skills required of an engineer. My summer internship at ERS required pinpointing cost effective retrofit measures on a very limited budget and manpower. While working on our heat load models, I realized that improving the insulation of a building could result in greater savings than the team's HVAC focus. With approval from my boss, I was able to take initiative and create a new framework for implementing insulation and envelope repairs. Using this idea, we discovered that one of our schools could save over \$30,000 a year on electricity through insulation upgrades.

Currently, I am also leading a project for the Columbia Formula SAE team aimed at wiring our car with sensors to increase speed and validate load predictions. I believe that this skillset will be extremely relevant to the energy efficiency industry as more sensors exist in buildings and retrofit projects need to be validated. Complementing this project experience is my current coursework, which focuses on statistical programming for modeling environmental problems. The goal for one of my final projects is to use machine learning to predict which roofs in New York City need insulation.

I believe at Thornton Tomasetti I can showcase my understanding of mechanical engineering principles and data analysis while also learning from the team that delivers the best in energy efficiency services.

I appreciate your consideration and look forward to hearing from you soon.

Sincerely,
Devon Fisher

Experienced

AMY M. ROBINS

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

August 25, 2016

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

Dear Ms. Kramer,

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

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

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

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

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

Sincerely,

Amy Robins

See Amy's resume on page 28.

Academic Cover Letter Overview

What is an Academic Cover Letter and Why is it Important?

Always include a cover letter when sending your curriculum vitae for an academic position. 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. Tailor your cover letter to the position for which you are applying, by finding 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?

Use a formal business format, as the following sample demonstrates. Note, an academic cover letter can run multiple pages.

What is the Content of a Cover Letter?

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. 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.

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.

Introduction: State why you are writing, the position for which you are applying, 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

Academic Cover Letter

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

November 1, 2016

Professor Stella 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 2017, I will have defended my dissertation. My research and teaching background have prepared me to be an active and productive faculty member with the Committee for Asian Studies at the University of Chicago. My expertise in Japan complements your current strengths in China, India, Thailand, Indonesia, and Asian-American Studies. I would very much like to contribute to the committee's goal of teaching about Asia across the disciplines. Enclosed, please find my curriculum vitae.

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

Recently I have been cooperating with a multi-national group of researchers who seek to share methodology, analysis, and theory across the boundaries of "European" and "Asian" studies. We have secured a seed grant from KLM Foundation to organize a conference tentatively titled "Orient/Occident", to be held in late 2016 in New York City. My next research project is geared toward participation and publication with this group; I will examine the social positions and functions of divination and spirit-possession in Edo. In a publishing project that has developed out of the conference planning, I will collaborate with scholars researching Korean shamanism and North American spiritualism in an edited volume from Zee Press. We will each write a topic-specific article, and we will also co-author a comparative essay.

Along with research, teaching has been integral to my graduate training, and I have taught a variety of subjects to diverse groups of students. During the summer of 2011, 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 2013. 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 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

> **TIP:** 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.

Writing Samples

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

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

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

Submit your best writing.

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

Provide excerpts if your samples are long.

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

Polish your writing samples.

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

Create an Effective Online Presence

According to a 2015 survey conducted by Jobvite, a recruiting platform, 96% of recruiters use social media in the recruiting process. Google yourself and review the results (both images and text) carefully. Make sure you are comfortable with employers seeing what's public about you online. Ask yourself—is this everything you want them to see? If not, this is where social media can help.

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

Social media can first be used as a research tool to follow people and companies, and learn more about the culture or work of different organizations. When you're ready, you can also 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 posts or LinkedIn articles about industry-specific news and events 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.



LinkedIn

LinkedIn is a network of professionals who connect according to common interests, which may include industry, geography, specialties, career goals, and more. Your LinkedIn presence conveys the same information as a good resume and establishes an entire host of relationships that cannot be targeted using traditional job search methods. LinkedIn groups include Columbia Career Connections, Columbia Alumni Association Network, and IvyLife. After joining groups relevant to your interests, if you are knowledgeable about the subject you can post answers to questions, or 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 66–70 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 job sharing accounts like @CareerArc. Additionally, employers looking for social-media savvy candidates often Tweet jobs to their followers rather than using traditional recruitment methods only.

Blogging

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

Online Portfolio/Personal Website

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

Introduction to Interviewing

Why the Employer Wants to Interview You

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

Your Chance to Interview the Employer

While an interview is typically viewed primarily as an evaluation of the candidate, you should also consider it a crucial opportunity for you to evaluate the employer. There is a great deal of information you can gather through secondary research, but there are many aspects of a job and an organization that you can only discover by speaking with the employer and observing the environment. Before your interview, identify what questions you need answered in order to determine if this is the right position for you. At the end of the interview, you can ask questions about the role, division, organization, industry, etc. (see page 49 for a sample list of questions) and, throughout the interview, observe the people and office space to get a sense of the culture.



Preparing for Your Interview

Follow these steps to best prepare for an interview.

- **Research the company and industry:** Time and time again, employers state that students do not know enough about the organization with which they are interviewing. All students can improve their interviewing skills by knowing as much as possible about the position, organization, and industry associated with the opportunity. Doing research demonstrates how interested you are in a specific position or organization. Expand your research by learning about current trends and events that might impact your future employer. Review the organization's website, and social media activity. The CCE website provides many industry resources, including free access to the Vault and Wetfeet Career Libraries. If possible try to identify and speak to people in the organization (through LinkedIn, peers, faculty, and family) to gain insider knowledge. Make sure to re-read the job description and think about how you would be a good fit for the position.
- **Identify your goals and skills:** Why do you want this job? You must have a purpose and objective in mind and be able to clearly articulate that to the employer. Know yourself and your resume and be able to tell the interviewer how your skills and experiences support an organization's needs and position requirements. Think about how those skills, personal qualities, and academic and co-curricular experiences make you the best candidate. See page 10 for top 10 personal qualities/skills sought by employers and meet with a CCE career counselor to discuss how to identify transferable skills.
- **Practice your interviewing skills:** Many people practice for an interview by writing down answers to common interview questions. While organizing your thoughts on paper is helpful, the best practice is done verbally. Review interview questions and practice answering them alone or with a friend or meet with a career counselor for a mock interview and get feedback on your interview style, presentation, and body language. Call 212-854-5609 to schedule an appointment with a counselor. Each semester, CCE career counselors partner with Columbia alumni to provide additional mock interview slots. Check careereducation.columbia.edu/calendar for specific dates and sign up for an interview.

The Night before Your Interview

Take the following steps to prepare and feel confident:

- Read through your notes and documents (e.g., resume, cover letter, job description, company or industry summaries) one last time.
- Know the route you will take to the location and how much travel time you will need. Build in additional time to ensure you are not late.
- Examine your clothing for stains and wrinkles. Look for scuffs on your shoes. For additional information, refer to the "Professional Image" tipsheet on the CCE website at careereducation.columbia.edu/resources/tipsheets/skills-professional-image.
- You can borrow suits and accessories from the Macy's and Bloomingdale's Clothing Closet at CCE for the purpose of attending an interview, career fair, or professional networking event. Visit careereducation.columbia.edu/services/clothingcloset for details.
- 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.
- Get a good night's sleep.

> 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 made sure your online image on sites such as Facebook, Instagram, and Twitter, is appropriate and professional?
- 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 47–49?

The Day of the Interview

Remember to:

- Be on time! Arrive at least 10 to 15 minutes early, and be considerate and polite to all staff members (e.g., doormen, front desk staff, etc.). You never know who will provide input for a hiring decision.
- Turn off all mobile devices.
- Discard any chewing gum, breath mints, etc.
- Avoid any scents or jewelry that may be distracting to the employer, and do not smoke right before your interview.
- Be enthusiastic and convey this enthusiasm to the interviewer.
- Listen carefully to the interviewer when he or she speaks to you. Make sure you answer the question your interviewer is asking.
- Provide evidence that you are the best candidate for the job by relating your skills, accomplishments, and objectives to those sought by the employer.
- Provide specific examples whenever possible. This strengthens your answers to questions.
- Bring several copies of your resume.
- You don't have to 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:

POSTURE	Your posture can convey confidence or insecurity. Sit up straight and send a message that you are comfortable and confident.
EYES	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.
HANDS	Avoid fidgeting because it is extremely distracting. Use your hands to express yourself, but do so in moderation.
LANGUAGE	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!

After the Interview

- Send a thank you note within 24 hours of the interview. (See the sample thank you note on page 46.) Convey your enthusiasm for the position and provide any additional information that you might not have mentioned in the interview. You may wish to make reference to the conversation you had with the employer so that he or she remembers you and knows that you valued the opportunity to interview. Address the note to the correct person using his or her title.
- Follow up professionally and only once, if you do not hear from the employer after the reply date that the interviewer indicated. Call or email the interviewer or human resources representative and inquire about the position and hiring timeline.
- Evaluate your performance. Did any questions stump you? Now is the time to improve your answers for the next interview.
- After a first round interview, you may be called back for additional rounds of interviews, as this process will vary by employer. For those participating in On-Campus Recruiting, keep in mind that second round interviews are typically not held at CCE, but at company offices. In these follow-up interview(s), you may meet with more than one person or participate in a group interview. Questions may be more specific and focused on particulars of the job and industry. This is your opportunity to observe the office dress code, company culture, and work environment. Think about whether you could picture yourself working there. Learn as much as you can about the organization so that you can make an educated decision about whether or not you would be satisfied 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.

Thank You Note Overview

What is the purpose of a thank you note?

Send thank you notes to:

- Thank employers or networking contacts for their time.
- Reaffirm your interest in a company, employer, or industry.
- Illustrate that you are courteous and professional.
- Jog the interviewer's memory to remind him/her of your conversation to stand out from the crowd.

When are thank you notes appropriate?

Thank you notes are appropriate after:

- Job interviews (this includes in-person interviews and phone interviews).
- Informational interviews.
- Someone has helped you with your job search process (e.g., referred your resume to someone else, offered you contact information, etc.).

How do I write a thank you note?

Thank you notes are:

- Clear and concise.
- Express gratitude for the opportunity to interview or for job search assistance.
- May mention aspects of the interview that were of particular interest to you.
- Grant you the opportunity to clarify an answer or add something that you may not have mentioned during the interview that is relevant to your job search or to your application.

How should a thank you note be sent?

Generally thank you notes are sent via email within 24 hours of your interview or meeting. If you would like to additionally send a more personalized thank you card via postal mail you can do so after you send the thank you email.

Thank You Note Example Following an in-person or phone interview:

To: so.shinohara@aseengineering.com
From: ba234@columbia.edu

Subject: Thank You for the Interview

Dear Mr. Shinohara:

I want to thank you for interviewing me yesterday for the position of Chemical Engineer. I enjoyed learning about the needs of your department and the future of the company.

With my background in research labs at Columbia and as the Treasurer of Chandler Society for Undergraduate Chemistry, I believe my skills and experiences have prepared me for this role. I'm specifically interested in the professional development opportunities that this position offers, such as the annual conferences that employees are encouraged to attend.

Thank you again for the opportunity to discuss my candidacy for the Chemical Engineering position. I look forward to hearing from you.

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

Interview formats include:

- **General Behavioral Interviews**—This type of interview focuses on the candidate's interests, strengths, and experiences and the questions are often based on the premise that past experience is the best preparation for future performance. You need to know your resume thoroughly and be able to provide examples and tell illustrative stories to give the interviewer a sense of who you are as a person and a potential employee. Examples can be drawn from your coursework, projects, internships, volunteer work, and student activities. To structure your answers, you may wish to use the SARA (Situation, Action, Results, Application) model (see pages 52).
- **Technical Interviews**—Engineering, technology and science-based employers tend to include or focus the entire interview solely on technical questions. Technical interview questions test your familiarity with subject-specific information and ask you to demonstrate that knowledge live (examples may include using a white board to explain a concept and its applications or writing code in front of the interviewer). The best way to prepare for technical questions is to conduct research to find out what types of questions you can expect and then review the materials from the classes or projects in which you learned the skill set. Perhaps ask a friend who has a similar skill set to test you prior to the interview. Company websites, glassdoor.com, CCE's Career Resource Center Library, and faculty are just a few resources you can use to learn about sample technical questions.
- **Case Interview**—Hypothetical case questions look to identify how you might handle a particular situation or approach a problem you are likely to face in the role for which you are applying. Read *Case in Point* by Marc P. Cosentino, *Vault Case Interviews Practice Guides*, and *WetFeet Ace Your Case Guides*. Access guides through the CCE website: careereducation.columbia.edu/resources/library. Practice with peers in the Columbia Undergraduate Consulting Club and/or Columbia Graduate Consulting Club.
- **Group Interviews**—A group interview is designed to see how you interact with others, what your leadership style may be, how you participate in a discussion around a specific topic area, and/or how you collaborate to accomplish a shared problem or task.
- **Brainteasers**—These interviews are designed to assess how quickly you can think on your feet and how you might approach complex problems. Questions could range from “How many ping pong balls would fit in this room?” to “How many people are shopping on Amazon in the Midwest on a Friday at 3:00p.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 your thought process. The process is very important.
- **Task/Project Interviews**—This type of interview may present you with a specific task or project that mirrors the activities of the job. The task may include creating your own public relations campaign for a new product, having a mock conversation with a frustrated client, or synthesizing and evaluating data and making recommendations as to the ways it may impact organizational procedures. Be aware that these projects can be time-consuming and may be used by the employer. It is appropriate to ask the employer if and/or how the company will use the product of your work and, if you feel uncomfortable, speak with a CCE career counselor about how to navigate the situation.
- **Academic Interviews**—See page 57.

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

Sample Questions

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

General or Standard Interview questions:

- Tell me about yourself.
- Why did you decide to go to Columbia?
- Why did you major in _____?
- Tell me about your job at _____.
- Why did you leave your job/internship at _____?
- What are your strengths?
- What are your weaknesses?
- What are your long-term and short-term goals?

- How do you plan to achieve your goals?
- What do you see yourself doing five years from now?
- Why did you choose the career for which you are preparing?
- What qualifications do you have that will make you successful in your chosen career?
- Which three adjectives best describe you? Why?
- Why do you want to work for us?
- 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?
- What have you read about our industry lately? Where do you go to find this information?

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

- **Tell me about yourself.** Be sure to capture the interviewer’s attention with a clear, quick, and focused response. This response (“two-minute pitch” or “elevator speech”) should give a summary of your background, focusing on why you are a good fit for this position in this organization. The employer is not interested in learning about your entire personal history. Before the interview, prepare an answer to this question. Identify several relevant qualifications that are supported by experiences on your resume and be able to explain how this can contribute to the employer. See more about answering this question on page 52.
- **What are your weaknesses?** This is not an opportunity to confess a major flaw in your personality that would disqualify you from further consideration. However, it should not be a strength cleverly disguised as a weakness (e.g., “I’m a perfectionist”). Everyone has genuine weaknesses and employers are looking for an element of self-awareness because if you are not self-aware, it is difficult to grow. In your answer, include ways that you are trying to improve upon this weakness. It does not have to be a personality trait—you could choose a skill deficit or lack of experience, which may be easier to improve.
- **Why should I hire you?** Focus on what makes you unique and what you offer to an employer. Do not attempt to compare yourself with other applicants. Explain the combinations of skills and experiences you offer and why these will be valuable to this company.
- **What salary do you expect and/or require?** To answer this question properly, you need to have done research into the position and the company. You want to be able to give the employer a salary range that you are comfortable with and that matches the standard rate for this position in this industry. Be sure to adjust for the cost of living in the city of your choice. For additional help, refer to salary.com, glassdoor.com, and the Educate to Career Salary Calculator. For more information on negotiating, see page 54.

Behavioral Interview Questions

Leadership:

- Tell me about a time when you went above and beyond what was expected of you.
- Describe the most significant leadership role you’ve held. What was your greatest challenge?
- When have you had to mobilize other people around your goals?

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.
- Tell me about a successful presentation that you've made. Why was it successful?

Teamwork:

- What role do you prefer to have on a team? What role have you been most effective in?
- 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:

- Look to resources including Wetfeet and Vault career libraries on the CCE website and at Glassdoor.com.

Illegal Interview Questions

Any questions that are meant to reveal your age, race, national origin, citizenship, gender, religion, marital status, sexual orientation, or arrest records are illegal.

- How old are you?
- 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?
- Have you ever been arrested?
- What is your sexual orientation?
- Are your parents citizens?
- Do you have any children and/or are you planning on having more?

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

How to Handle Illegal Interview Questions

Remember it is not illegal to answer an illegal question if you feel comfortable doing so. Conversely, you can respond by saying, "I do not feel that is relevant to the position or interview." You might choose to answer by addressing the concerns behind the questions. 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."

Good Questions for You 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. Keep in mind that it is important to ask questions that are specific to the position, beyond the ones indicated below.

Questions for Managers

- 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 is the top priority for the person in this position over the next three months?
- 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?
- What do you like best about working for this company?

Questions for Human Resources

- What is the orientation process for new hires?
- What training and development programs are offered?
- What is the timetable for advising applicants of their status?

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, be 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.
- Make sure that you follow up with a thank you note by email. Even though the interview was conducted by telephone, you should still express your thanks in writing.

The Webcam Interview (Skype, Facetime, iChat)

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

Necessary Equipment:

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

Placing Yourself and the Webcam:

- The webcam should be placed at eye level. The camera should be showing your head and the upper part of your torso.
- Dress as you would for an in-person interview.
- It's okay to look at the screen when the interviewer is talking, but make sure to look at the webcam when you are talking in order to simulate direct eye contact.
- Make sure the background is neat and appropriate. Remember that the interviewer will be seeing not only you, but everything behind you, as well.
- Make sure that your face is lit and that there is no bright light behind you. Experiment in order to find the most flattering lighting and seating position.
- Make sure that there will not be any background noise, such as a barking dog, or any other interruptions.

Pre-Recorded Video Interviews

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

Acing the Pre-Recorded Video Interview:

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

Interview with Confidence Worksheet

Two types of questions you are almost guaranteed to be asked in a job/internship interview: "Tell me about yourself," and a behavioral question, such as "Tell me about a time you worked on a team." In preparing to answer both questions, it is important to spend time reflecting on your experiences and be able to articulate not only what you did, but also how your experiences influenced you and shaped your thinking about your career direction or workplace behavior and attitudes.

Tell me about yourself.

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

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

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

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

Why is this position of interest to you now?

Behavioral Questions

Behavioral questions usually start with "Tell me about a time when" or "Give me an example of a time/experience when" (See page 48 in this guide for examples of behavioral questions). The interviewer is looking for a concrete example that demonstrates a specific skill or quality that will make you an asset to their team. It is very important to give a specific example rather than to speak in generalities.

It is also useful to think of the answer to this question as a story with a specific structure that relays not only the experience but also what you learned from the experience. One way to structure your story is captured by the mnemonic 'SARA': Situation, Action, Result, Application.

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

Action: What action did you take?

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

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

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

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

Situation • Action • Result • Application

Job competency you want to demonstrate: _____

Situation: _____

Action(s):

1. _____
2. _____
3. _____

➔ **Specific verbs/phrases you can use to pinpoint your job competencies:**

1. _____
2. _____
3. _____

Result(s): _____

Application: _____

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

For a SARA framework example, visit the following CCE webpage:
careereducation.columbia.edu/resources/tipsheets/finding-a-job-interview-questions

Talking about Employment Gaps During Interviews

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?” To successfully address such inquiries, here are a few ways to explain your time off:

- The key is to prepare a response that you feel comfortable with, keeping in mind that you do not need to divulge too much information. For example:
 - I made the decision to take a hiatus from the workforce in order to provide around the clock care for a sick family member/young children.
 - I was out of the workforce due to a health issue, which is now resolved.
- If you took time off to take care for family members, whether for 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.
- 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.
- The most important aspect in this conversation is to emphasize that you are ready and excited to get back to work.

To learn how to address employment gaps on your resume, please see page 22.

Negotiating/Accepting/Declining

The degree to which salary is negotiable typically depends on your perceived value, the job responsibilities, the manager, the organization, and the industry. Considering the following factors will help you in the negotiation process.

Negotiating Offers

Factors to Consider

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

The Art of Negotiating

When an offer is made, do not feel that you must give the employer a final answer immediately, but do acknowledge the offer. Let the employer know you are very interested, and ask when a decision is needed. Be sure that you have all the details: job description, salary, benefits, start date, etc. There is no standard amount of time that an organization is required to give you to make a decision. Some will allow a few weeks or more while others will require an answer within a day or two (Note: if you are a participating in On-Campus Recruiting, please refer to Policies and Procedures on page 78 regarding time allowed). Depending on the situation, it can be appropriate to ask for 1–2 weeks to make a decision. However, please note that the employer does not have to grant this request. Receiving an offer can be very exciting. Make sure you do not accept or commit to the position verbally until you fully plan to accept that offer. A verbal acceptance will be considered a commitment to that employer.

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

Before your phone call or scheduled meeting, conduct industry research to gauge the components of competitive offers. Be sure that you have gathered accurate salary information. Know what the range is for the type and level of position, organization, and industry.

Be sure your bottom line is in this range. This information is available from a variety of resources including salary surveys and informational interviews.

Resources:

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

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

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

Accepting and Declining Offers

Accepting a Job Offer

The following represents information you should have when accepting a job offer:

The Organization:

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

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.)

Your Job:

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

Important Points to Remember:

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

Declining a Job Offer

The following are steps to follow:

- 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 another position or what the 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 renegeing); 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 78 for more information on evaluating and responding to offers.

Ethics of Negotiating/Accepting/Declining

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

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

Giving Notice

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

Academic Interviews

When an academic search committee is impressed with the credentials elaborated in your cover letter, CV, and dossier, you may be invited for an interview. The interview is the most personal part of the job search process and will have a large impact on your success as a candidate. It is an opportunity to demonstrate how you will interact with faculty, administration, and students at the institution. Although there are commonalities across disciplines for interviewing in general, there are also differences in the type of preparation and research you must know for your specific field (whether in the sciences, humanities, or social sciences). Therefore, it is imperative that you always check with your individual advisor and department for guidance regarding this preparation process. To improve your general interviewing skills, use 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 job market has been highly competitive for many years, and interviewing effectively will help you demonstrate why you are the best fit for a given position.

How Academic Interviews Compare to Industry Interviews

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

Types of Academic Interviews

- 1. Conference Interview:** This is an initial screening interview that lasts from 10 to 60 minutes, undertaken by the search committee members—typically at a national disciplinary conference. As an interviewee, you should be prepared for a panel style interview and try to ascertain ahead of time who will be interviewing you. This interview is challenging because you must distinguish yourself as a very strong candidate in a short period of time. The search committee may or may not have reviewed your materials thoroughly at the time of your interview. Be certain to bring extra copies of CVs, teaching statements, and any other needed materials. These interviews are often held in hotel rooms or other public areas, so maintaining concentration can be a challenge. Try to focus on the questions at hand and engage your interviewers.
- 2. Phone/Skype Interview:** See pages 50-51 for guidance on navigating these interviews.
- 3. Campus Interview:** If you have been invited to a campus interview, you have made their “short list” of candidates (usually departments only invite two to three people to campus following the screening interview and materials review). This interview is usually an all-day or multi-day process that can be quite stressful, so preparation is essential.

How to Prepare for a Campus Interview

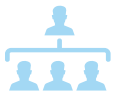
- **Research the institution:** It is critical that you are able to market yourself to the needs and characteristics of that particular institution. Be prepared to be specific about how you might enhance any one of the department’s programs or initiatives.
- **Regularly read *The Chronicle of Higher Education* and publications from professional associations within your field:** Particularly if you meet with administrators (e.g., Deans, Provosts), you may be asked to comment on topical developments and general trends in higher education. This is also a great opportunity to discuss the importance of your subject matter and your field as it relates to current events and trends within higher education. You will, of course, want to know discipline-specific information thoroughly when meeting with the department and faculty in your field.
- **What to expect:** Your interview will start the moment someone picks you up from the airport or meets you on campus, and it continues through a social breakfast, individual meetings with most or all of the departmental faculty members, lunch, potential individual or group meetings with graduate students, your job talk, or other presentation, an interview with the Chair and/or the Dean of the School, dinner, and possibly cocktails (keep moderation in mind). This rigorous schedule can occupy either one full day or be spread over two days. This said, the atmosphere of the campus interview is usually pleasant and collegial. Keep in mind that you are being evaluated at all times, so maintain your professionalism even in social situations.
- **Prepare Your Job Talk:** Your presentation is likely to be the most important part of the interview. Before you prepare your talk, ascertain the department’s needs, find out who will be in your audience, how long they expect you to talk, and whether they want you to give a formal paper or an informal seminar on your research. How you handle questions will be closely evaluated. Be prepared to talk about your research often and in detail to different constituencies of the department and university (i.e., be comfortable discussing your research to audiences with differing levels of familiarity with your subfield or research topic). Practice delivering your job talk beforehand—ideally to a group of professors and graduate students in your department.
- **Teaching:** Be ready to discuss your teaching experience and teaching philosophy. It is ideal to prepare specifics on how you would teach at least three undergraduate courses and one graduate seminar (e.g., have prepared syllabi). Most of

these should be classes you know they expect you to teach. One course should be unique to your strengths and research that other candidates would not be able to offer. Some campus interviews include a sample lecture instead of or in addition to a job talk. Find out if this will be presented to an actual class or to a group of faculty. You may be asked to teach a class as part of your interview process.

General Academic Interviewing Tips

- Mock interviewing within your department: Ask several faculty members to interview you as if it were a conference interview and then give you feedback.
- CCE offers mock interviews with feedback. Utilize CCE for practice on presenting your dissertation research to those both familiar and unfamiliar with your field.
- 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.





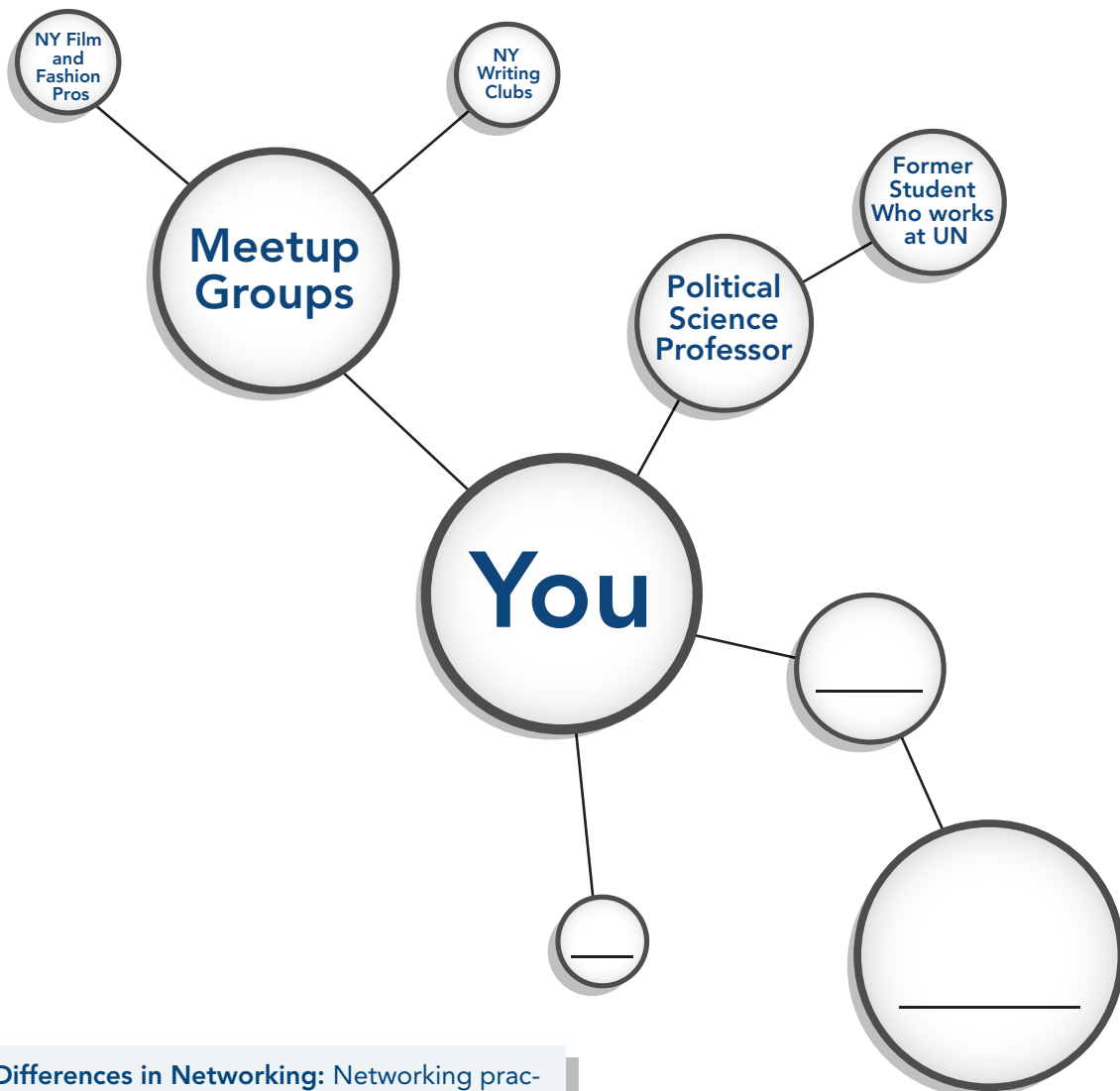
BUILD A CAREER NETWORK

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. Networking can take place in a group or one-on-one setting.

To start thinking about your network, use the activity below to brainstorm who are your connections and who might be the people these connections know. Remember that it is often the people who your contacts know that are as helpful if not more helpful, than the people who are your first degree connections. If this activity feels difficult, be sure and schedule a counseling appointment where you and a counselor can discuss your network and how to grow it. Don't forget as a Columbia student you now have a brand new network of professors, peers, advisors, and Columbia alumni that are ready to help you! Other members of your network can include parents, parents' friends, former supervisors, friends, classmates, club/organization members, coaches, and former teachers.

Examples:



Cultural Differences in Networking: Networking practices can look different in different countries. Refer to the resource Going Global and speak with professionals in your home country or country of interest.

Developing Your Introduction

One of the most important things you need to develop and practice before approaching a networking situation either one-on-one or in a group is the story you are going to use to introduce yourself.

Craft your 30-second introduction by answering the questions below and practice putting these into an engaging introduction.

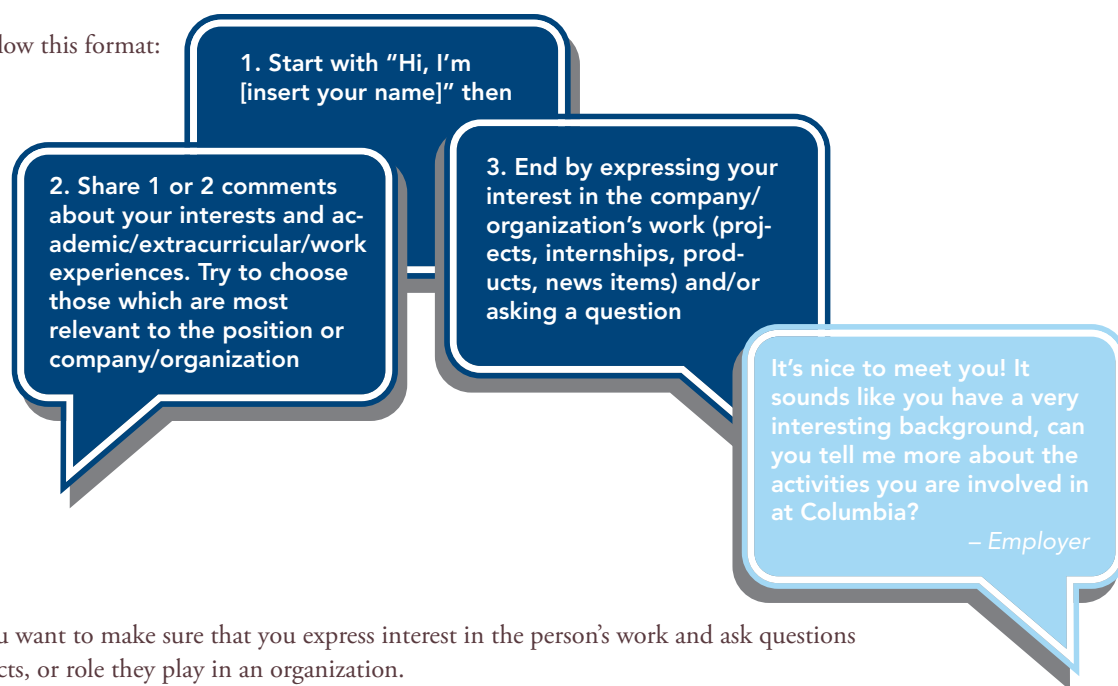
1. I am interested in the following career options/internships/jobs _____
2. I am interested in these career options/internships/jobs because _____
3. I have related work experience, academic experience, or extracurricular experience from _____
4. Some of my skills or strengths for these career options/internships/jobs are _____

Now, go back and underline a few of the most compelling parts of your responses from prompts 1 through 4. Use these underlined responses to craft a strong introduction.

Networking Receptions, Career Fairs, and Employer Information Sessions

You may be attending an event with 10 people or 100 people, in whichever setting, be sure to come prepared with your introduction and use the information to help you start a conversation with people around you at the event.

Conversations tend to follow this format:



No matter the setting, you want to make sure that you express interest in the person's work and ask questions about the projects, products, or role they play in an organization.

Key Networking Tips

- Preparation and practice will help you develop the skills it takes to be effective at networking whether at an event, one-on-one or in a conference setting.
- Know yourself. If walking into a room of 100 people is overwhelming, set small goals like speaking to 1 or 2 people.
- Be sure to research before attending the event who will be at the networking opportunity. Use this information to ask informative questions.
- Both your verbal and non-verbal communication is important so be sure to practice your strong handshake, consistent eye contact, smiling and good posture.

- Remember to appear confident, express genuine curiosity, and stay present and connected throughout all of your networking interactions.
- If you would like to speak further with people that you meet, don't forget to ask for a business card. Be sure to send a follow-up thank you within 24-48 hours of your meeting or conversation.

Finding People to Connect With

Networking Circle

Start by referring back to the people you listed in your networking circle on page 59. Who did you write down in that exercise that you can reach out to and see if they would be willing to connect with you or connect you to someone in their network? Remember you are only asking for an introduction, not a job! Be aware that 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

One of the best ways to connect with Columbia alumni is via LinkedIn. It might feel strange reaching out to someone you do not know, but many alumni feel a strong association with their alma mater and would be happy to speak with you and provide advice.

Ways to connect with alumni:

- LinkedIn (see page 66)
- CCE events such as Alumni Mock Interviewing Night and our CC Dinner series. Check out our website for more details.
- Through student groups and your academic departments. Many departments have additional resources for connecting students and alumni. The Mechanical Engineering department has a database of alumni who are willing to speak with current students for advice, for example.
- Alumni often attend employer information sessions and career fairs to represent their current companies and this is a great opportunity to connect.
- CCE sponsored internship programs connect you with an alumni mentor, check out the STEP, CEO, CCASSIP, SCCEN, and CU GO programs.
- For students who have already graduated, check out the University-wide alumni directory available through the Columbia Alumni Association.

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

There are thousands of groups on LinkedIn bringing together professionals in various industries, search broad areas of interest and find groups on almost every career!



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

Professional Associations (Columbia and External Chapters) and Student Clubs

Many professional associations offer student discounted memberships which will give you the opportunity to access conferences and networking events, job boards, and the latest industry information. A list of professional associations (Columbia Chapters) and student clubs is available at columbia.edu/content/student-organizations.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 is the world’s largest network of local groups. The site makes it easy for anyone to organize a local group or find one of the thousands already meeting up face-to-face. More than 9,000 groups get together in local communities each day, each one with the goal of improving themselves or their communities. Search Career, Business, and General Interest Meetups for events of interest to you in your area.

Volunteering

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

List below 3 groups or individuals you are going to reach out to and connect with...

1. _____
2. _____
3. _____

Informational Interviewing

Informational interviewing is gathering career information by asking questions of people working in industries, organizations, and positions of interest to you in brief meetings that you initiate over coffee, at an office, on the phone, or via Skype.

Informational Interviewing Includes the Following:

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

Reminder:

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

Getting Started and Preparing for Informational Interviewing

Since the primary purpose of informational interviewing is to gather information, you should never approach this activity as “getting a job” but rather as career research. Instead ask well-researched questions and start to build a relationship with a new contact. Research leads to information, which leads to hearing about openings.

- Create a list of potential contacts and an organized way of tracking communication with them.
- Approach contacts—either in person, via email, or phone—for informational interviews. See guidelines below.
- Do not take it personally if people cannot or do not help you. If you do not hear back right away, do not “harass” the contact. If two weeks pass from your initial contact with no response, you can follow up on your request once via email or phone.
- Be confident! Networking and informational interviewing are respected means of career exploration and the search for opportunities.

Sample Request for an Informational Interview

See sample note on page 65. Your initial outreach should be brief and contain the following information:

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

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

- Know as much as you can about the industry and organization before your informational interview. This is an opportunity to ask questions you cannot answer online and to show interest through your research.
- Know as much as you can about your contact and his/her position in the organization before the interaction takes place. Search the contact online and check his/her profile on LinkedIn.
- Be prepared to talk about yourself with a brief introduction that shares your educational information, key involvements/experiences on- and off-campus, and career areas of interest. See our online tipsheet on developing a 30-second introduction.
- Before the meeting, devise a list of 8–10 questions and prioritize them, knowing you might only get to a few.
- Dress neatly/professionally (appropriate for industry) and bring along extra copies of your resume, in case it comes up in conversation. Asking for feedback on your resume is an appropriate part of an interaction. You can also offer to send along a copy of your resume prior to the meeting.
- Know where you’re going, and arrive 10 minutes early to the meeting.
- Always ask your contact if he/she can recommend other individuals with whom to speak before ending the interview. If the individual puts you in touch with other people, and you have a successful exchange, be sure to let the original contact know.
- Always ask if there’s anything you can do for the contact.
- Send a thank you note after every exchange (see page 65 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 conducting informational interviews, ask open-ended questions that encourage description and dialogue as opposed to closed questions, which can be met with a one-word answer or, for example, “Tell me about your current position” is a better question than “Do you enjoy your current job?” Do not ask questions that are too personal, including those around salary.



Tasks and Responsibilities

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

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

Preparation for Career Path

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

Industry Knowledge

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

Avoiding Obstacles and Common Pitfalls

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

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

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

Inappropriate behavior: If you receive a rude response, inappropriate comment or behavior, or feel uncomfortable for whatever reason, thank the contact and leave or end the conversation early.

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

You ask for a job and the conversation seems to end: Networking is best used to develop relationships, not simply to identify job prospects. Use networking meetings to gain information, develop further contacts, and seek advice.

You become the interviewee: If in the middle of the informational interview an actual job is presented to you, you may choose to be interviewed formally on the spot. In this case, it is appropriate to ask more questions about the job, such as what skills or experiences are relevant, before answering interview questions. If you are uncomfortable, ask whether you can return to be interviewed as you would like time to prepare.

Request for an Informational Interview

To: jgomez123@fca.org
From: ar1234@columbia.edu

Subject: Request for Informational Interview

Dear Ms. Gomez,

I am a student at Columbia University majoring in Art History and I would like to pursue a career in Arts Administration. I noticed your profile on the Arts and Artists LinkedIn Group and am very interested in speaking with you about your career path and experience. During the summer, I had a very exciting internship at a small gallery in San Francisco. This experience has prompted me to learn more about and explore the industry.

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

Regards,
Alana Ruben

Thank You Note for an Informational Interview

To: so.shinohara@asengineering.com
From: ba234@columbia.edu

Subject: Thank You

Dear Mr. Shinohara:

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

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

Sincerely,
Ben Adams

Failing to follow up: In order to keep connections fresh, send thank you notes, provide updates on progress, share industry news or events, and ask for names of other individuals you can contact.

Poor record keeping: Keep a record of your calls, conversations, and meetings. You may find that a spreadsheet or journal may be helpful for tracking.

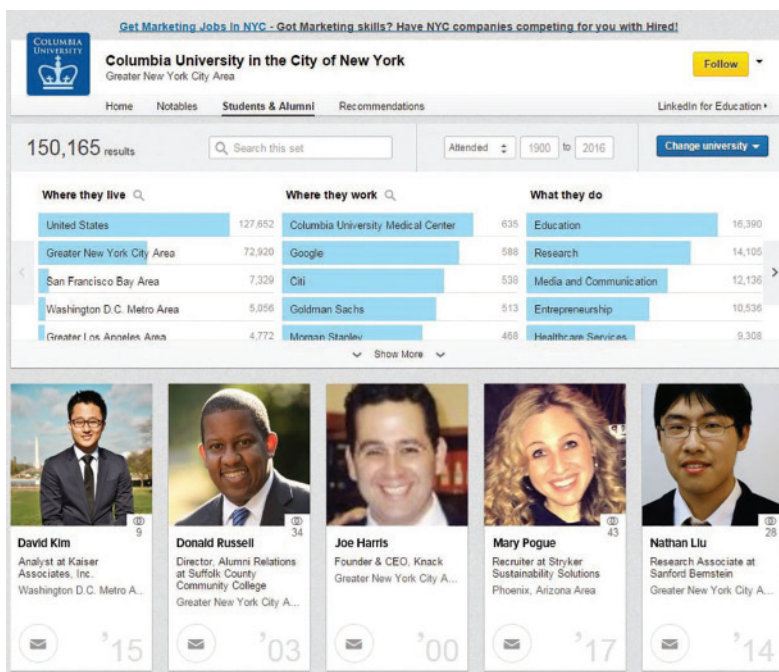
Networking cannot replace research: Research industries, organizations, and positions before and after your networking meetings. This way, your meetings and follow-up communication will be more productive.

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

Research

Explore the “Columbia Students & Alumni” tab by clicking on “My Network,” “Find Alumni,” and “Columbia University in the City of New York.” Did you know there are over 150,000 Columbia students and alumni on LinkedIn?

- Use this tab to do research on where Columbia alumni live and work.
- Request informational interviews, see page 65 for an example of a message you can send out.
- If you are a part of the same group as someone, you can send them a message directly so be sure to join LinkedIn Groups like Columbia Career Connections and Columbia Alumni Association Network.



Connect

- Start by connecting with people in your immediate network: friends, family, classmates, professors, supervisors, and colleagues. Then, use the Advanced Search tool to find professionals in career fields or companies of interest to you—you will then see whether you have any shared connections.
- If you have a connection in common with an individual, he/she will appear at the top of your list. Use the “get introduced” feature to request that your connection introduce you to the professional with whom you wish to engage.
- If you are knowledgeable in the group’s subject matter, you can post questions or responses to items in the newsfeed or on a group’s page. You may also wish to post a request for career advice, but be specific about what you’re looking for. For instance, an alumna recently posted the following: “Do you know anyone who works for an international or US-based NGO in the field of disaster response/emergency preparedness? I’m changing careers and would like to do an informational interview. Thanks!” Multiple alumni responded with referrals. Note that this individual wasn’t asking for a job—she was just asking for an introduction.

**> Check out the new
LinkedIn Students' app!**

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

- According to a 2015 survey conducted by Jobvite, 96% of recruiters use social media in the recruiting process.
- Supports your traditional job search documents; shares professional information beyond your resume
- Allows for a passive job search and enhances Search Engine Optimization (SEO)
- Expands your network beyond first degree connections and who you know
- Allows you to research organizations and industries of interest

Photo

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

Headline

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

Connections

- In general, connections should only be made with people who you have a personal or professional relationship with; ideally, you would be able to recommend each other for networking or job opportunities
- Always customize connection requests; this adds a personal touch and will remind the person who you are
- Begin by connecting with family and friends; the more first degree connections you have, the more helpful your second degree connections you will have and the more helpful they will be
- Connect with classmates and professors, as well as with employers and colleagues at internships and jobs
- Continue to maintain your LinkedIn connections and add new ones as you meet people at networking events, future jobs, etc.
- You can remove connections should you wish and the person will not be notified

Websites

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

Public Profile URL

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

Summary

- Create a professional summary written in the first person, focusing on answering four main questions: (1) Who are you professionally? (2) What do you do or want to do? (3) Why are you unique? (4) What are your skills and specialties?
- Include your contact information (e.g., email address), which makes it easier for people to get in touch with you (note that this can also be listed in the Additional Information section)
- Be sure to include keywords for your industry; review job descriptions and other professionals’ profiles, as well as the Skills tool, to get more ideas on which keywords to use
- This section is extremely important for SEO
- You may add any presentations, documents, projects, or videos to this section as well*

Experience

- Post your current position as well as at least two past jobs, internships, and/or volunteer opportunities (note that volunteer experiences could instead also be listed in a separate “Volunteering & Causes” section)
- Under each position, list the bullet points from your resume; you can also add a few additional points if you’d like
- Use dashes to begin your bullet points for easy scanning and start your bullets with action verbs, just as you would on a resume; see page 20 for a list of strong verbs to get you started
- Note that you can now post presentation materials, writing samples, videos, and other industry-related materials to highlight the work you completed at each job*

Education

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

- You can also add a link to videos, images, documents, or presentations to showcase any school-related work and projects*

Skills & Endorsements

- Use this tool to identify pertinent skills for your industry, find professionals in your field, and find groups and companies in your industry
- Add up to 50 skills to your profile (a minimum of five is recommended); this is another important section for SEO
- As your network endorses your skills, be sure to return the favor (if appropriate)
- Skills with the most endorsements will be listed first by default, but you can rearrange the order.

Recommendations

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

Groups & Associations

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

Additional Information

Interests

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

Advice for Contacting

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

Additional Sections

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

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

Privacy

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

Profile Strength

Profile strength is displayed on the right side of your profile with a profile strength meter; hold your cursor over the meter to see the next level of strength that you can reach. To increase your profile strength, update your profile regularly and include the following in your profile:

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

* 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.

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

Sample LinkedIn Profile



Rogério Simoes

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

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

Send a message

40 connections

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

Contact Info

Background

Summary

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

Email: ms2003@columbia.edu



Experience

Intern at Center for Career Education

Columbia University in the City of New York

September 2014 – Present (10 months) | Greater New York City Area

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

→ 2 recommendations



Maria G.

Job Seeker | Student Affairs Advocate | ...

Rogério is a dynamic individual with versatile skills and abilities. I worked alongside him at the Columbia University... View ↓



Rebecca Schramm

Helping students and alumni find their ...

Rogério is a strong contributor to the undergraduate career development team at CCE. An excellent researcher and writer... View ↓

Bookkeeper/Personal Assistant

His Highness Prince Bandar Saad AlSaud

September 2013 – Present (1 year 10 months) | Greater New York City Area

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

- Gather, organize and generate content for press publications and web updates.
- Conduct extensive and detailed creative research for special projects.
- Provide executive-level support to a member of the Saudi Arabian royal family.
- Quickly resolve technical, administrative and creative issues as well as depict a natural aptitude for multitasking and interacting with a culturally diverse group of constituents.

Operations Manager

JA Creative Consulting

November 2012 – November 2013 (1 year 1 month) | Greater New York City Area

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

Licensed Real Estate Salesperson

Citi Habitats

July 2011 – October 2012 (1 year 4 months) | Greater New York City Area

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



Operations Manager/Associate Producer

Firefly Creative Entertainment Group, LLC

March 2003 – October 2008 (5 years 8 months) | Greater New York City Area

- Served as liaison between company Executive Producer and network clients on all projects and programs.
- Worked with anywhere from 50 to 200 people throughout shoots from pre- and post-production to final creative project delivery.
- Worked closely with Executive Producer on strategic marketing initiatives that generated more business and resulted in 3 major networks added to client roster within 1-12 years.
- Facilitated several big shoots both on location and in studio on the same day that saved networks up to 50%.
- Completed all projects under stringent budgets and timelines (i.e., Gossip Girl, Nip/Tuck, Rescue Me, Dirt, The Riches, and Damages that ranged from \$175K to \$1.1M).



Volunteer Experience & Causes

Children Mentor

UNICEF

December 2006 – January 2007 (2 months) | Children

Dance instruction and mentoring of underprivileged children.



Causes Rogerio cares about:

- Animal Welfare
- Arts and Culture
- Children
- Civil Rights and Social Action
- Poverty Alleviation



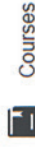
Education

Columbia University in the City of New York
 Bachelor of Arts (B.A.), Film and Media Studies, 3.33
 2012 – 2017



Activities and Societies: Columbia Undergraduate Film Production

▶ 5 courses



Courses

Columbia University in the City of New York

- Beginning Video (R3503)
- Cinema History II: 1930-1960 (W3006)
- Cinema History III: 1960-1990 (W3008)
- Intro to Film & Media Studies (W3000)
- American Television Drama (BC3245)

Recommendations

Intern at Center for Career Education
 Columbia University in the City of New York



Rebecca Schramm
 Helping students and alumni find their professional fit. Senior Associate Director, Undergraduate Career Development

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

May 18, 2015, Rebecca managed Rogerio at Columbia University in the City of New York

Received (1) ▶



Languages

Portuguese

Spanish

Limited working proficiency



Skills

Top Skills

- 8 Research
- 7 Customer Service
- 6 Microsoft Excel
- 6 Microsoft Word
- 6 Editing
- 5 Microsoft Office
- 4 Event Planning
- 3 Microsoft CRM
- 3 Film Production
- 2 Video Production

Rogerio also knows about...

- 2 TV Production
- 2 Public Speaking
- 2 Social Media
- 2 Management
- 1 Leadership
- 1 Storytelling
- 1 Visual Storytelling
- 1 Data Analysis
- 1 Budgets
- 1 Program Management
- 1 Analysis
- 1 Training
- 1 AICP Budgeting

Connections

All (40) Shared (14) New (1) Q



Yuri Lobachevsky 2nd
 Real Estate Executive
 Connect · 1



Christopher Benitah 2nd
 Director of Photography at 360i
 Connect · 1



Alicia Schiller 1st
 Assistant Director of Undergraduate Ca...
 Connect · 1



Gerald Tang 1st
 Experienced Career Coach | Social Me...
 Connect · 1

GAIN EXPERIENCE

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

- Internships or jobs (on- or off-campus)
- Research positions
- Volunteer work
- Active involvement in student clubs, residential life, athletics, or professional associations

Employers find candidates through multiple means including:

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

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

> 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...



CCE Internship Programs

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

SPRING SEMESTER — Applications are typically due early in the fall semester.



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



Kenneth Cole Community Action Program @ Columbia University
Spring-semester internships with civic engagement oriented organizations in New York



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



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



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

SUMMER — Applications are typically due early in the spring semester.



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



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



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



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



Columbia University Global Opportunities (CU GO)
Professional development and networking for students pursuing international experiences

Safety in the Job/Internship Search

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

Fraudulent Job Postings

Be advised that Columbia University and the Center for Career Education do not make any representations or warranties about the parties that utilize LionSHARE or the accuracy of the information provided by the parties.

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 LionSHARE and/or the information contained therein.

While there is nominal screening of postings, 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 LionSHARE.

Warning Signs

As you conduct your research and job/internship search, it is important to be aware of potentially fraudulent job postings or opportunities, regardless of where you found them. The following are a few questions to think about throughout the application and hiring process. If you answer “yes” to any of these questions, there is good reason to believe that the opportunity is fraudulent, and you should proceed with caution.

- **Does the posting or hiring manager promise a large salary with minimal work or position knowledge required?** Remember: if it sounds too good to be true, it probably is.
- **Does the hiring manager offer you a position without talking or meeting with you?** Legitimate employers, regardless of whether they are a small or large company, will want to meet you in person before hiring you. Employers do this to make sure you're a good fit for their organization, and it is also a chance for you to get a feel for the company culture in advance. If you're hired without ever having set foot in their office, there is a chance that this opportunity is fraudulent.
- **Does the hiring manager communicate with you from a personal email address or an address that does not match the company name?** If the company/employer is a small or family-run business, personal email addresses may be used, however, hiring managers and recruiters working on behalf of a well-known company will always have access to an official company email address. If the hiring manager or recruiter contacts you from a personal email address, there may be cause for concern.
- **Does the position require you to transfer or wire funds between accounts?** Legitimate employers will never ask you to transfer or wire funds on their behalf. If an employer asks you to transfer or wire funds to anyone, do not participate in any transactions and stop communicating with your contact immediately.
- **Has the company sent you a large check and requested you cash it using your personal account?** Legitimate companies will never ask you to cash or deposit a check using your personal bank account. If you cash a check against your account and that check bounces, the money is taken from your account. If an employer asks you to cash a check against your personal bank account, stop communicating with the company immediately.
- **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?** Companies and hiring managers should never ask for your personal information before receiving any official offers or paperwork. Employers only need access to this information once you have formally accepted an offer and are starting new hire paperwork. If a company asks for any personal information other than your name or contact information, stop communications immediately. Do not send any personal information.

If any of the warning signs come up as a result of your application to a position in LionSHARE, please notify CCE immediately so we can investigate. We can be reached at 212-854-9167 or careereducation@columbia.edu.

Looking for more information? The Federal Trade Commission Consumer Information on Job Scams also provides helpful information on identifying fraudulent job postings and offers.

Resources for Reporting Suspicious Employers and Fraudulent Job Postings

Although the overwhelming majority of employers and job postings are legitimate, there may be fraudulent employer postings that will attempt to scam students through University job boards across the country, including here at Columbia. These fraudulent employers and companies are very elaborate and will attempt to convince you that they are legitimate. Are you the victim of a fraudulent job posting? If so, please see the following resources that the Center for Career Education has put together. These resources are available for you to get help.

- **Columbia University Public Safety** is available to assist Columbia University students, faculty and staff 24/7. Please contact Public Safety's emergency line if you feel you are in immediate danger. Otherwise, use Public Safety's non-emergency line to report incidents that do not pose an immediate threat to you or the campus community.
- **Federal Bureau of Investigation Internet Crime Complaint (IC3)** accepts Internet crime complaints from victims or third parties, and provides instructions on how to file a complaint.
- **U.S. Department of Justice** accepts reports of job scam incidents that have occurred over the Internet.

Remember to trust your instincts. If anything about an interaction with an employer or company feels suspicious or wrong, end the communication immediately. Remember, legitimate companies will never ask you for personal information, will never ask you to cash checks against or withdraw money from your personal bank account, and will never hire you without meeting you in person at their office. Although most employers are legitimate, you should always proceed with caution. If something looks and sounds too good to be true, it probably is. You should also be sure to report fraudulent activity to the Center for Career Education immediately, so that the posting can be removed and other students won't be negatively impacted.

If you have any questions about any of the information provided, please contact the Center for Career Education at 212-854-9167 or careereducation@columbia.edu.

Discrimination and Harassment

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

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

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

Unpaid Internships

Columbia University expects companies to appropriately compensate you for the work that you perform during an internship. CCE expects that all employers abide by the standards established by the Fair Labor Standards Act (FLSA): <http://www.dol.gov/whd/flsa> and accompanying regulations. When conducting an internship search, make yourself aware of the FLSA and the six criteria for unpaid internships as outlined by the U.S. Department of Labor: <http://www.dol.gov/whd/regs/compliance/whdfs71.htm>. If any of these crite-

ria 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 Wage Requirements for Interns in For-Profit Businesses set forth by the New York State Minimum Wage Act and Wage Orders: <https://www.labor.ny.gov/formsdocs/factsheets/pdfs/p725.pdf>.

Academic Credit as a Component of Unpaid Internships

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

Finding an Undergraduate Research Position

There are many opportunities to assist faculty members with research on campus and at other universities. Most opportunities are unpaid though there may be positions in the work-study program. Many positions are not advertised anywhere; it's up to you to find a professor who would be open to taking on an undergraduate student. Look through individual department websites to learn about the research that faculty are doing and identify a few projects in line with your interests. Contact the faculty member by finding his/her email on the web pages or in the Columbia directory. For detailed information review the CCE webpage on Finding an Undergraduate Research Position (careereducation.columbia.edu/undergradresearch). 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.

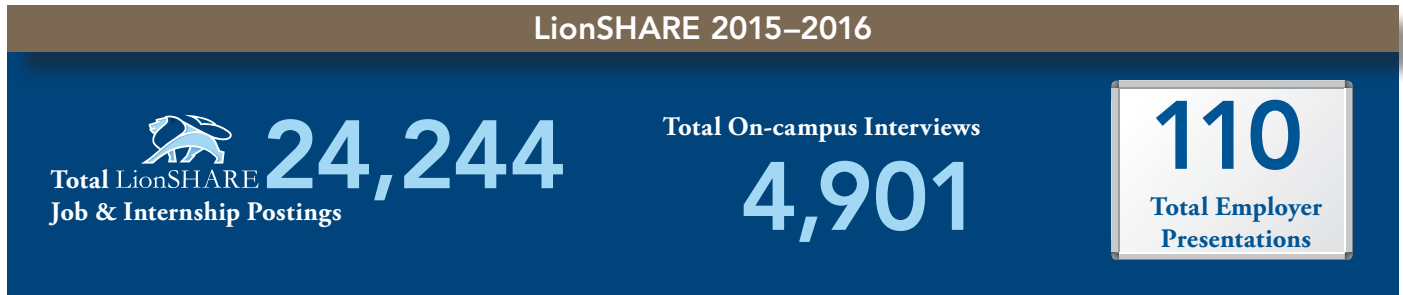
Some examples of research programs, fellowships, and other resources include:

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



LionSHARE...a Job Search/Internship Resource!

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



The screenshot shows the top navigation bar of the LionSHARE website. On the left is the Columbia University Center for Career Education logo. In the center is the LionSHARE Login button with a red arrow pointing to the URL: careereducation.columbia.edu/LionSHARE. On the right is a search bar and social media icons for Instagram, Twitter, Facebook, and LinkedIn. Below the navigation bar are two promotional banners. The left banner is titled "Searching for a summer internship?" and includes the text "It's not too late! Use LionSHARE to find your next gig." and a "LEARN MORE" link. The right banner is titled "Career Fairs in China & Hong Kong" and "Seniors, don't miss out on job opportunities in LionSHARE!" and includes a "VIEW COMPLETE LISTINGS" link.

Using LionSHARE

1. Update your LionSHARE.

- Employers post opportunities in LionSHARE with specific candidate criteria in mind (GPA, major, class year, etc.). Keeping your profile up to date will ensure that you will have access to all of the positions you qualify for.
- Students and alumni are responsible for keeping their profile information current and accurate. Students are encouraged to verify their account information is updated at the start of each semester.

Note: Multiple degrees cannot be selected in your account. Your LionSHARE account will only allow for selection of your current and most recent degree from a CCE served school. Your resume can indicate additional degrees.

2. Upload documents in your LionSHARE account.

- Make sure to upload your current resume, tailored cover letters, unofficial transcripts, etc. This will ensure your documents are ready to be sent to employers for application to full-time and internship postings.

3. Conduct a Job/Internship Search.

- Research companies and organizations through LionSHARE.
- When conducting a job/internship search, be as broad as possible in your criteria selection so that you're sure to maximize the opportunities you can view.

4. Follow LionSHARE Policies.

- Students and alumni must access LionSHARE using their own account and are not permitted to allow anyone else access to that account.
- Students and alumni must thoroughly research companies they are interested in and should not indiscriminately send out mass resumes to all companies.
- Students must accurately represent themselves and their personal, academic, and professional information contained in LionSHARE.
- Students should carefully consider any and all offers. Once a final decision is made and an offer is accepted students should never withdraw acceptance of that offer. If a student finds him/herself in a difficult situation as a result of an accepted offer, he/she should immediately contact CCE at 212-854-9167.

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

5. Read the LionSHARE Disclaimer.

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

The On-Campus Recruiting (OCR) Program

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

- 1. Employer Information Sessions:** Employer information sessions are hosted on campus by companies to give students an understanding of the goals and mission of the organization. They provide insight into the entry-level and internship opportunities available to Columbia students. Students attending these sessions should be professionally dressed, prepared to network, and have a few copies of their resume in case a company representative is collecting them. Students can find the calendar of information sessions on the CCE home page and in LionSHARE.
- 2. Career Fairs:** In the fall semester, interested employers are invited to attend the Undergraduate Career Fair, the Graduate Student Career Fair and the Engineering Career Fair. In the spring semester, employers are welcome to attend the Spring Career Fair and/or the Start Up Career Fair. With an investment of only a few hours, these fairs are a great way for employers to meet many eager and talented Columbia students and alumni as potential candidates.
- 3. Industry Showcases:** Each semester the Center for Career Education hosts several Industry Showcase events. These are great events for companies that are new to campus and seek to build brand recognition. These events are a collaboration of multiple companies from within a common industry attracting students who are interested in learning more about opportunities and career paths within that field.
- 4. 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.

Participating in On-Campus Interviewing (OCI) through LionSHARE

- OCI Access:** In order to apply to OCI jobs and internships through LionSHARE, students and alumni of the five schools served by CCE must first request OCI access. To initiate this request, students must complete the On-Campus Interview (OCI) Training. This training can be found at this link: careereducation.columbia.edu/LionshareOCRTutorial.
- OCI Policies for Students:** Refer to the following CCE webpage for a complete list of policies and procedures: www.careereducation.columbia.edu/findajob/register/recruitingpolicies

Canceling or Rescheduling an On-Campus Interview

Students should never cancel OCI interviews with insufficient time for the slot to be filled by another Columbia student. This behavior is damaging to your own reputation, adversely affects other Columbia students, and wastes the time of employers.

Students are permitted to cancel an interview at least **two business days** prior to the interview without penalty, and can do so by contacting Employer and Alumni Relations.

Students can **reschedule** an interview timeslot by contacting Employer and Alumni Relations at least two business days prior to the interview; however, potential to reschedule is subject to availability.

Students should **never** cancel a first-round OCI for a second-round interview with another employer. Employers participating in OCI are required to give students 72 hours notice of a second round interview and provide an alternate date if the first date represents a reasonable scheduling conflict for the student (including commitment to a first round interview with another employer on-campus).

Failure to cancel an OCI with at least two business days' notice as well as failure to appear at a scheduled interview, significant lateness or renege of an OCI offer acceptance could result in the loss of LionSHARE privileges. Refer to cce.columbia.edu/findajob/register/recruitingpolicies for a complete list of policies.

Offer Acceptance Deadlines for 2016–2017 On-Campus Recruiting Season

Students will have two weeks from the date a written offer letter is received or until the deadlines below (whichever is later) to make a decision:

- For all offers extended to previous summer interns, students have until **November 18, 2016** to make a decision.
- Students interviewed for all positions during 2016 Fall OCI have until **November 18, 2016** to make a decision.
- Students interviewed for any position during 2017 Spring OCI have until **February 24, 2017** to make a decision.

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

- Refer to pages 43–54 for information on how to best prepare for your interview.
- Arrive at CCE 5–10 minutes prior to your interview. Sign in on the schedules board, and have a seat on the black benches towards the back of CCE. Please wait until the recruiter calls your name. Make sure to be polite and friendly to ALL company representatives.
- When scheduling your interviews, if you have been asked to schedule one hour, be aware that it could be two 30-minute, back-to-back interviews. This format allows employers to have you meet with multiple interviewers.

- When scheduling more than one interview in a day, **NEVER** schedule them immediately following each other. Make sure to allow at least 30 minutes in between interviews.
- Make sure to request a business card or contact information from the interviewer before you leave. You will need this to send a thank you note following the interview (see page 46).

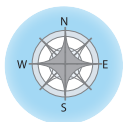
4. The Second Round Interview: Congratulations on advancing to the second round interview! Most employers located in the tri-state area will schedule their second round interviews in their offices. Here are a few tips to help you navigate this process.

- Refer to pages 43–54 for information on how to best prepare for your interview.
- Most employers typically schedule second round interviews directly with students, not through LionSHARE.

5. Study Abroad Students Wishing to Participate in OCI:

- Students who choose to go abroad during the semester are eligible to participate in OCI.
- Students should indicate their study abroad location to employers via cover letters and resume.
- Students accepted for an On-Campus Interview must notify CCE at 212-854-9167 **immediately in order to effectively coordinate your interview with the employer.**
- Most employers participating in OCI expect students to interview in person. Some are willing to accommodate a remote interview (via phone, Skype, etc.) CCE will work with the student and employer to schedule the interview at a mutually agreed date and time.
- Study abroad students are required to uphold all OCI policies and procedures.

The Job and Internship Search Checklist



STAGE ONE: Develop a Plan of Action and Start Researching

- Develop a timeline (the job search is generally 3–9 months) and block off time on your calendar for your search.
- Consider taking an assessment through CCE to determine your strengths, values, skills and interests.
- Use Vault, Wetfeet, O*NET, CCE's industry resources webpages, and LionSHARE to identify and research career fields.
- Research the recruitment timelines of your industries of interest. Be sure to check out CCE's On-Campus Interviewing program and resources on diversity recruitment initiatives and leadership development and rotational programs.
- Talk to a career counselor, professors, former supervisors, family, and classmates to learn more about fields that are of interest to you or uncover fields you might not have considered.
- Make a list of your top 20 organizations at which you would like to work using resources like LionSHARE, 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.
- If you're an international student and plan to work in the U.S., learn about the requirements of your visa by visiting the International Students and Scholars Office.



STAGE TWO: Refine Your Professional Image

- Create polished and error-free resumes and cover letters. Have them reviewed by a counselor. Be ready to tailor your materials to specific jobs.
- Ensure that your LionSHARE profile is complete and accurate.
- Clean up your online presence. Google your name to ensure images and information are professional and keep your social media profiles appropriate.

- Join and be proactive in using LinkedIn to connect with alumni and other contacts. Check out the alumni page for Columbia University and download the new LinkedIn Students app.
- Develop and practice your 30-second introduction.



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.
- Actively participate in and attend career fairs, industry showcases, information sessions, networking events and workshops offered through CCE. Check out networking opportunities through student groups on campus.
- Join a professional association and attend their membership meetings. Many have student rates.



STAGE FOUR: Apply to Jobs

- 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 daily email alerts for positions matching your criteria.
- Regularly check the careers webpage of your top target companies, follow their blogs and Twitter feeds, and sign up for their newsletters.
- Pay attention to your academic department emails, find out if they offer a department-specific job board or alumni networking opportunities.
- Apply to jobs on industry-specific job boards like MediaBistro.com and USAJobs.gov and general aggregate job boards such as Indeed.com and Simplyhired.com.



STAGE FIVE: Interview and Follow-up

- Schedule a mock interview at CCE to practice your interviewing skills. Set up a mock case interview to prepare for case-specific interviews (typical of fields like consulting).
- Dress for success. Research typical attire for your specific organization. Don't forget that CCE has a Clothing Closet from which you can borrow a professional suit.
- Research the organization and reflect on how your experiences relate to the position before each interview.
- On the day of your interview, remember to leave sufficient travel time to arrive 10-15 minutes early and greet everyone with a smile and strong handshake.
- Ask your interviewers for business cards and send a thank you note to each person with whom you interviewed within 24 hours after your interview.
- Ask your interviewer or recruiter for next steps in the process and when you can expect to hear back. Don't hesitate to follow-up if you don't hear from them in the timeframe given.



STAGE SIX: Evaluate and Respond to Offers

- 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.
- Work with a counselor to evaluate, negotiate, and respond to offers. Congratulations!

Remember to stay positive throughout the search and don't hesitate to reach out to CCE for assistance!

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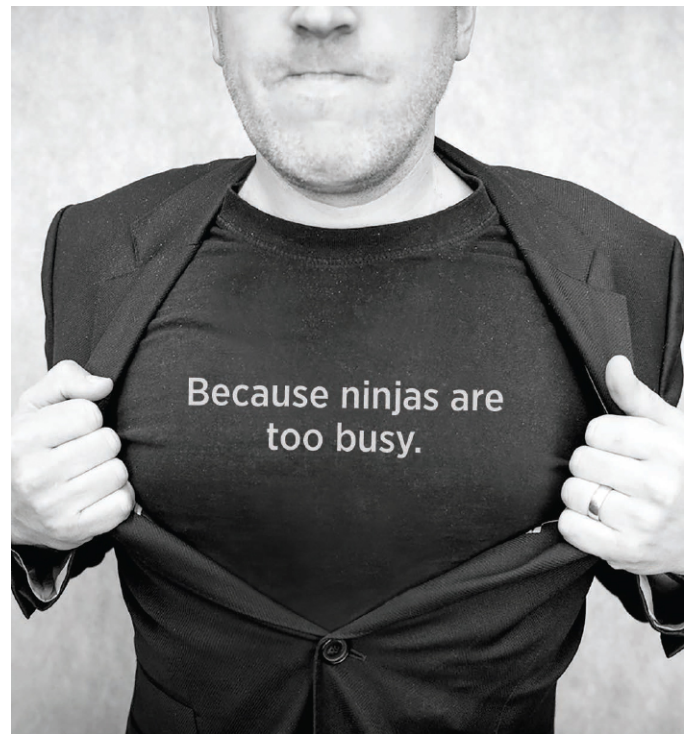
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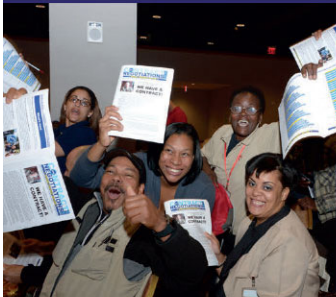
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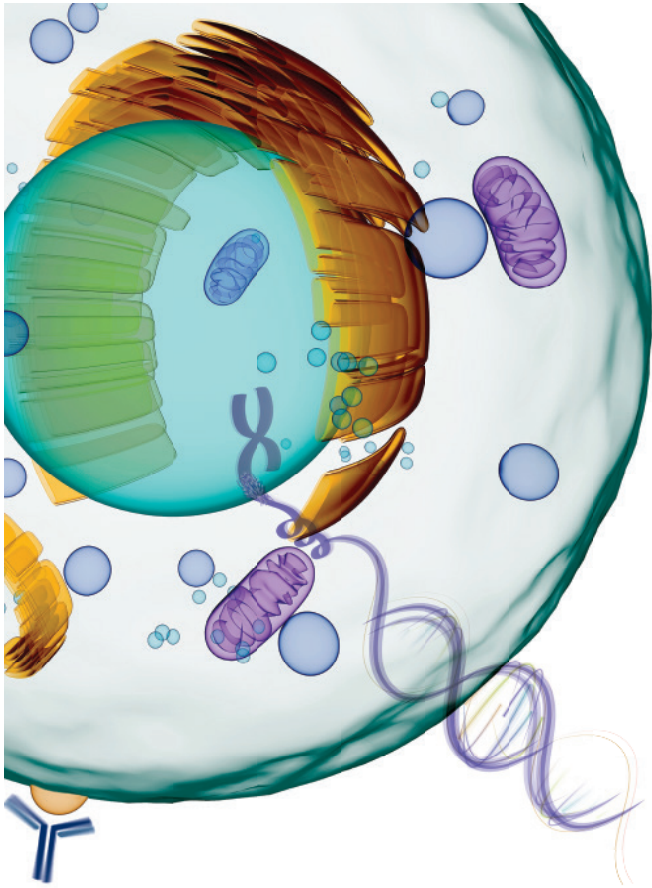
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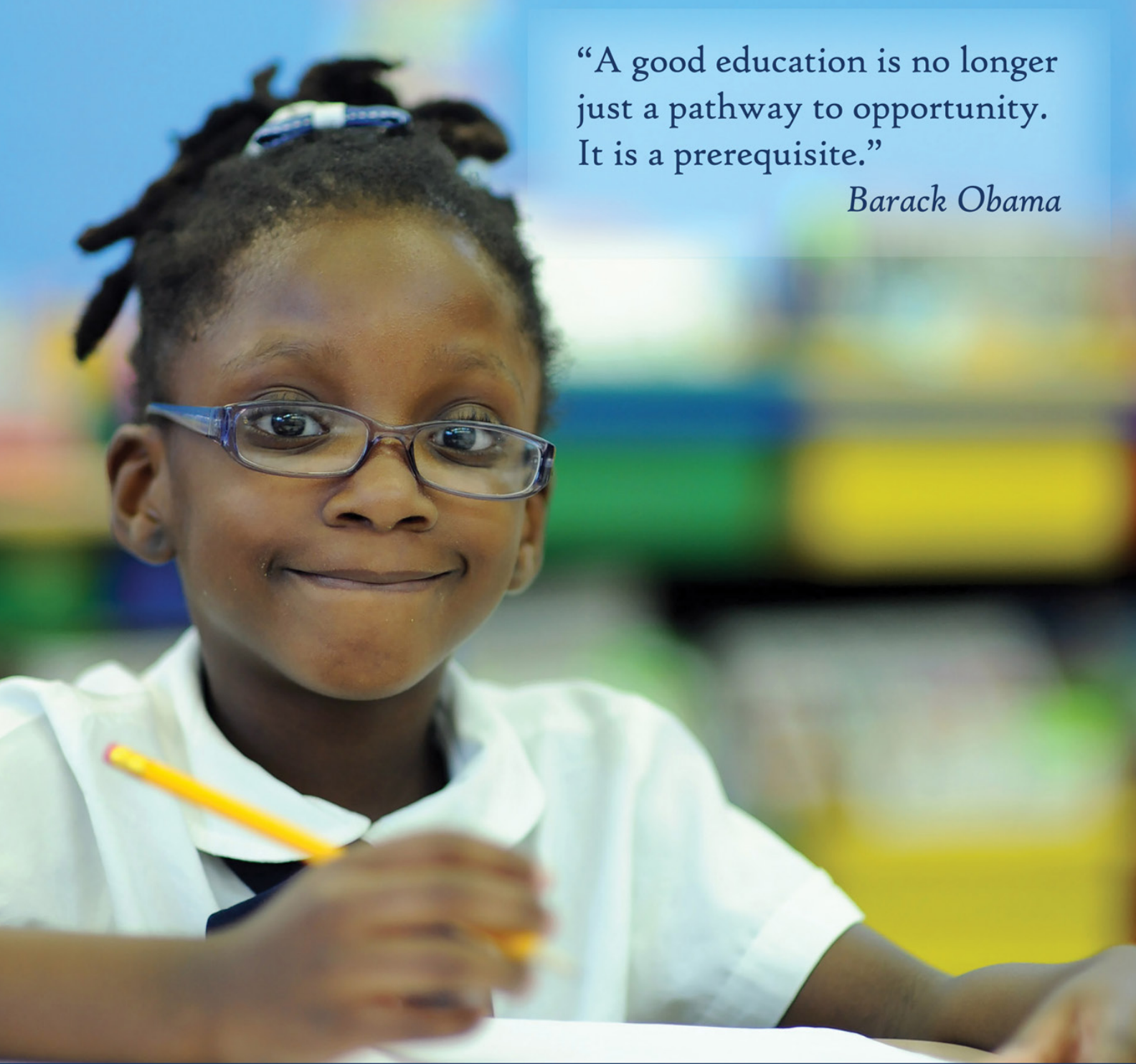
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