

# Design Your Next Steps



**BEYOND COLUMBIA**

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**Editors:** Sarah Goldberg & Grace Huntley  
**Designer:** Katie Taflan Cerneka  
**Team Revision Editors:** Tina Lin,  
 Pete Bridge, & Kate McCormick

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# CONNECT WITH US

We invite you to partner with us 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 toward good grades in your studies, it's essential to put effort into planning your career to land the opportunities that are right for you. We know that the job search process can be overwhelming at times so be sure to find time for yourself, and get support when you need it. (See page 16–17 for elements of the job and internship search process.) We're here to help you through every step!

## Quick Questions

10-minute meetings from 1–4pm Monday to Friday during the academic year. Meet with a career counselor for answers to brief questions, a resume or cover letter review, or an introduction to our services and resources. No appointment needed.

## 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. Log into LionSHARE to schedule a 30-minute in-person, phone, or virtual appointment.

## Jobs and Internships

Our domestic and international opportunities help you explore your career interests and develop professional skills. (See page 90.) Access our LionSHARE database to search job and internship listings. (See page 88 for more information.) Investigate funding programs for unpaid or low paid experiential opportunities on our website.

## Online Career Resources

We have online tools to assist you with industry research, major and career exploration, and job listing and country-specific resources. You can access Vault, GoinGlobal, BigInterview, UNIWORLD, Insider Info, and our industry pages through our website.

## Clothing Closet

Borrow suits and accessories for an interview, career fair, or professional networking event, thanks to generous donations from Macy's and Bloomingdale's. Reserve through our website.

## Special Events and Workshops

We host 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 regularly for up to date event and program information.



[twitter.com/columbiacce](https://twitter.com/columbiacce)



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



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



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

### Visit Us

East Campus, Lower Level  
116<sup>th</sup> between Morningside  
and Amsterdam  
(Enter through Wien Courtyard)

### Contact Us

212-854-5609  
[cce@columbia.edu](mailto:cce@columbia.edu)  
[careereducation.columbia.edu](http://careereducation.columbia.edu)

### Hours

Monday–Friday, 9am–5pm

**Quick Questions** (academic year)

Monday–Friday, 1pm–4pm

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# Our Career Development Model

We can work with you to help you design your next steps. This might include thinking about your career options, preparing for a job or internship search, seeking to build connections, or considering ways to gain experience. The process of developing a career plan is not linear; in fact, you may go through various stages of the model below at the same time. We encourage you to reflect on your experiences throughout your time at Columbia and beyond. Use this model as a guide to reflect on your career-related competencies.

## > EXPLORE

Develop self-awareness of your identities, preferences, strengths, and interests. Learn about potential career options to inform choices in your academic life, clubs and activities, and your job search. We aid your exploration through:

- career counseling to help you think about your interests and career options
- industry exploration resources
- employer and alumni events
- major-to-career resources
- career pathways series 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. We support you through:

- career counseling to get ready for the job and internship search
- practice interviews with career 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 into your preferences, workplace etiquette, and potential career options. We support you in gaining experience through:

- 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. We support you in building connections through:

- career fairs, industry showcases, and site visits
- networking events such as alumni dinners and panels
- alumni mentors through CCE-sponsored programs
- practice interviews with alumni
- LinkedIn workshops and profile reviews
- career counseling on networking strategy and informational interviewing

# Applying Reflection to Your Career Journey



## Reflection and Its Value to You

Reflection is an intentional pause to think about something. This could include your past experience, the choices you've made, and/or what you'd like to do with your life.

Reflection creates space for you to learn about yourself and your options, allowing you to expand your sense of possibility and make better-informed decisions that can lead to professional and personal growth.

Reflection also can lessen stress and negative thinking by giving you time to unpack your thinking and feelings and consider what you want and how you can get there.

## How to Integrate Reflection Into Your Life

There are many ways to include reflection in your life. Consider incorporating some of the following to make reflection a habit:

- Set aside a regular time for reflection.
- Use a journal or diary to write down your thoughts and questions.
- Take walks in nature or use meditation to create space to think.
- Use the My CC Journey framework and questions to reflect on your learning.
- Unpack your experience and plans with career counselors at CCE.
- Talk with other advisers at Columbia, friends, professors, and family.
- Use the activities in this career guidebook.

## How to Use the DYNs Career Guide for Reflection

This career guidebook has activities throughout the Explore and Prepare sections to prompt reflection and capture your thoughts, which you can use to move forward in your career search. We invite you to start with the Explore section and connect with a career counselor to reflect further.

## Identify Your Interests, Values, Personality Traits, and Skills

Spend some time on these pages and begin to ask yourself questions about what you have learned, are learning, or would like to learn.

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, you can take steps to make progress toward understanding career options that may be a fit for you.

Self-reflection 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've enjoyed. Research shows that the people most satisfied in their careers work 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 your communities and life experiences. Your identities may be closely tied to your values, interests, social contexts, and self-image. In the exercise below try to reflect 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 identity and expression, sexual orientation, religion, race, ethnicity, etc.), adjectives, or communities you consider yourself a member of (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.



# 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'd enjoy. In the spaces below, list 10–20 things 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 tell stories 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 you find 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; 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 a central role in career satisfaction. Of the following list, prioritize the ten career values most important to you now (they may change over time) by circling them, and cross out the ten least important. Add any other values missing from your list.

- Achievement
- Advancement and promotion
- Adventure
- Arts
- Challenging problems
- Change and variety
- Close relationships
- Collaboration
- Community
- Competence
- Competition
- Cooperation
- Creativity
- Critical thinking
- Decisiveness
- Democracy
- Ecological awareness
- Economic security
- Effectiveness
- Efficiency
- Ethical practice
- Excellence
- Excitement
- Fame
- Fast pace
- Financial gain
- Flexibility
- Freedom
- Friendships
- Global awareness
- Growth
- Having a family
- Helping others/society
- Honesty
- Inclusion
- Independence
- Influencing others
- Innovation
- 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
- Quality
- Recognition
- Religion
- Reputation
- Responsibility and accountability
- Security
- Self-respect
- Serenity
- Sophistication
- Stability
- Status
- Supervising others
- Teamwork
- Truth
- Wealth
- Wellness
- Wisdom
- Work/life balance
- Work under pressure
- Working with others
- Working alone

Now, prioritize your top ten values by considering which could be compromised if necessary and which can't 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.





# 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"/>	<b>People and Interaction</b>	Gain energy by being with other people; tend to be sociable, seek out others, enjoy interacting	<input type="checkbox"/>	<b>Time Alone</b>	Gain energy by spending time alone; enjoy meaningful social interaction within a small circle
<input type="checkbox"/>	<b>Talk and Participate</b>	Talk more than listen; think out loud; focused on outside world of people and things	<input type="checkbox"/>	<b>Listen and Reflect</b>	Listen more than talk; reflective; like to think and then respond; focused on inner world of ideas
<input type="checkbox"/>	<b>Practical and Concrete</b>	Value realism and common sense, practical solutions, practical matters, concrete information, immediate action	<input type="checkbox"/>	<b>Creative and Abstract</b>	Drawn to imagination, creative new ideas, different ways of doing things, innovative solutions to problems
<input type="checkbox"/>	<b>Details</b>	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"/>	<b>Big Picture</b>	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"/>	<b>Logic</b>	Prefer analysis and putting things together in logical order	<input type="checkbox"/>	<b>Harmony</b>	Prefer harmony and empathy, gathering consensus
<input type="checkbox"/>	<b>Impartial Standards</b>	Value one standard for all	<input type="checkbox"/>	<b>Personal Analysis</b>	Value exceptions to the rule and consider the effect of actions on people and feelings
<input type="checkbox"/>	<b>Closure</b>	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"/>	<b>Open-Ended</b>	Prefer flexibility; happiest when time is unstructured; like to stay open to all possibilities
<input type="checkbox"/>	<b>Control and Organization</b>	Organized; enjoy making lists of tasks and subtasks; prioritize effectively; attached to calendars, goal sheets, and outcomes	<input type="checkbox"/>	<b>Unexpected and Go with the Flow</b>	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.



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# Skills:

Throughout your life, you've gained competencies in many areas. Which of these do you excel in? This list will help you identify your strengths. Apply them to career decision-making and when transitioning to different fields. Check off the transferable skills you have demonstrated inside and outside of the classroom. Then, go back and circle the skills you most enjoy using and cross off those 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 to create art
- Write poetry, fiction, plays

## Community Engagement and Inclusion Skills

- Understanding differences
- Global awareness
- Sensitivity
- Openness

## Financial Skills

- Develop and/or 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 staff development
- 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 and/or power tools
- Troubleshoot, diagnose problems
- Draft, mechanical drawing
- Understand manuals, diagrams
- Learn new technology easily
- Program/code
- Use technology to identify information

## Quantitative Literacy Skills

- Solid ability with basic arithmetic
- Multiply numbers in your head
- Figure out percentages
- Recognize patterns and relationships in numbers
- Gain valuable information from graphs, tables, and charts
- Quickly spot numerical errors
- Make decisions based on numerical data
- Make rough calculations, estimates in your head
- Analyze statistical data

## 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

## Critical Thinking Skills

- Anticipate and/or solve problems
- Bring order to a chaotic situation
- Determine root causes

## Critical Thinking Skills (Continued)

- 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 2018 survey conducted by the National Association of Colleges and Employers (NACE), the top attributes employers seek when reviewing candidate resumes are:

1. Problem-solving skills
2. Ability to work in a team
3. Communication skills (written)
4. Leadership
5. Strong work ethic
6. Analytical/quantitative skills
7. Communication skills (verbal)
8. Initiative
9. Detail-oriented
10. Flexibility/adaptability
11. Technical skills
12. Interpersonal skills (relates well to others)

Year after year employers report looking for the same transferable skills, listed above. Remember: these types of skills are developed 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 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.

### 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.

### 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.

### CAREER VALUES CARD SORT AND PRINT

These two tools can help you prioritize your career-related values and/or core needs and motivators. respectively.

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



## Likes and Dislikes:

Complete the activity below to reflect on 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've identified through the previous exercises.

SELF-ASSESSMENT RESULTS				
Interests	Values	Personality Traits	Identities	Skills

On page 14 you can learn about how to connect this information to possible careers.

### REFLECTION ACTIVITY: CAREER OPTIONS

What are some career options you've considered in the past? Which are you considering now?

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Which options do you think align most closely with your self-reflection results?

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# Your Career Journey

Your Columbia experience is a journey. Each choice you make is helping you grow personally and professionally. Finding a career requires dedicating time and purposefully integrating career exploration into your life at Columbia and beyond. We invite you to collaborate with us as you navigate your career path. Use the activity below to reflect on your experience and skills.



## Wellness & Resilience

**How can you or how have you developed new sustainable strategies to help achieve physical, mental, and emotional well-being throughout your career journey?**

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## Critical Thinking

**How can you or how have you analyzed information to inform your career decision making?**

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## Teamwork & Collaboration

**What is the value of collaborating with others? How can or how has this served you in your career journey?**

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# Your Career Journey



## Knowledge

How can you build your industry knowledge and skills to advance your career interests?

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## Research

What questions could you ask to inform your career decisions?

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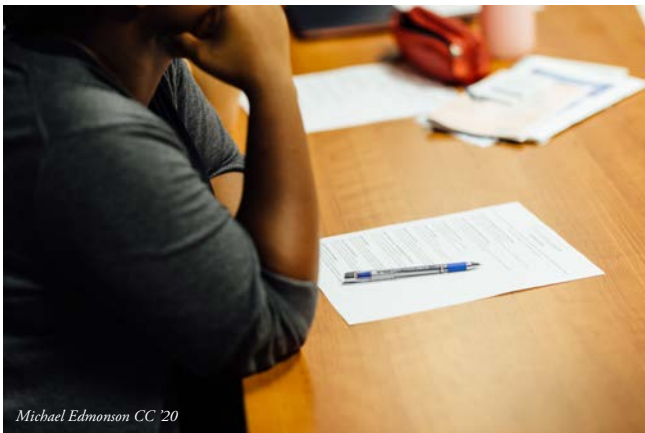
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# Connecting Your Self-Knowledge to Career Options

You've generated a store of self-knowledge about your identities, interests, values, personality traits, and skills through our Explore activities or your reflection.

Now, how do you connect this information to career options—specific industries, job functions, and organizations you might be interested in?

We've compiled some strategies to get you started. At any point in this process, we encourage you to meet with a career counselor to talk through what you've learned, brainstorm possibilities, or to help us get to know you—whether or not you have anything specific prepared to discuss.

## Online Strategies

- **Industry and Job Function Search Filters:** If any of your interests clearly correspond with particular industries, use that industry as a search filter on a job board like LionSHARE. You'll learn about opportunities and organizations within that industry.

If your skills or strengths clearly correspond to certain job functions, use that job function as a search filter on LionSHARE, another job board, or a company website.

- **Keyword Searches:** Do a keyword search for organizations that work on your topics, problems, products, or activities of interest. Try these strategies:
  - > On LinkedIn, use the main search bar (you'll see results based on company name and description). Once on a company page, you can look for "Similar Pages" to expand your list.
  - > Search on a job board to identify jobs with that keyword in job postings; it'll often appear in the company description or description of the role.
  - > Use a search engine to find lists of organizations published by magazines, blogs, nonprofits, or trade groups.

- **Brainstorm Using Online Resources:** Identify industries or job functions that might connect with your academic interests using resources like What Can I Do With This Major.\* Identify job functions that might align with your skills by browsing the list of job functions on LionSHARE or reviewing the Occupational Categories on the Occupational Outlook Handbook. Deepen your knowledge by reviewing detailed descriptions, histories, and current trends within industries or job functions using resources like the Occupational Outlook Handbook, Vault,\* ImaginePhD, O\*NET, or other websites.
- **Read Job Descriptions:** Read job postings and notice your reaction to the description of the company and the role, reflecting on whether it aligns with your values, interests, and strengths. The qualifications section can be a good place to see if your skills align with the role.

\* Free resource provided to you through CCE. Access through our website.

### Industries and job functions ...What's the difference?

**Industries** are often associated with a type of product or service. When thinking about your target industries, your first question will often be "What problems, topics, products, or ideas do I want to be engaging with at work?" For example, if you're passionate about voting rights, that might correspond to work in government, politics, policy, non-profits, or education—all industries that engage with this issue.

**A job function** is your role within that organization—say, being a social media coordinator. Jobs with the same function often exist within many different industries. So, you can be a social media coordinator at a hospital system (healthcare), a publisher (media), or even at a career center (education), to name a few.

## In-Person Strategies

- **Reflect on the people** with whom you can bounce around ideas about your interests and possible career options. As a Columbia student, you have a network that might include professors, former supervisors, family, and classmates.
- **Learn about career paths and gain industry insights by attending events**, including our industry showcases, alumni panels, and employer information sessions, as well as off-campus events like conferences and meetups.
- **Reach out to professionals** in your fields, roles, and organizations of interest to learn more. Check out our resources on connecting with alumni, networking, and informational interviewing on page 74 to learn how to do this effectively.

## REFLECTION ACTIVITY: YOUR CAREER OPTIONS

Based on your preliminary research, what industries and job functions do you want to learn more about?

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Are there steps that you could take to expose yourself to the options you are interested in (student organization to join, conversation with someone in your industry of interest, class to take, professional experience you want to pursue)?

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## Reflecting on and Analyzing Your Learning

Reflection and analysis throughout your exploration process allows you to connect what you know about yourself with possible career options. While you research options, use these questions to evaluate whether you can see yourself working in this industry, role, or organization:

- Does the organizational or industry culture align with your values? Does the opportunity align with your top priorities at this time?
- Do you think you would be good at this job? Would you get to use your top strengths?
- Do you meet the qualifications (education, skills, experience) for this role? What skills or experiences, if any, might you want to further build to prepare for such a role?
- What additional questions do you have about this industry, role, or organization?

Check out our online resources on assessing organizational culture for inclusivity and researching graduate programs for more questions you can ask yourself as you explore options.

As you prepare for a job or internship search, use this reflection to define or narrow your list of target opportunities. When applying, return to your reflection to craft application materials and interview stories that articulate your interest and preparedness for specific opportunities.

## Tracking Your Learning

As you explore options and reflect, we recommend compiling this information in an easy-to-access spreadsheet, document, or journal. You might even like to create calendar reminders to keep key goals, recruiting timelines, or deadlines on your radar.

Organizing information as you research can save you a lot of time and energy during your actual job or internship search.





# Job and Internship Search Checklist

From our annual Beyond Columbia Survey of graduating students, we have compiled data on the ways students obtain internship or job offers. The top strategies include: networking, applying to jobs via LionSHARE, and connecting with employers at recruiting events. We recommend simultaneously employing multiple strategies for the best results. Below are tips to guide your search.

Meet with a career counselor at any point for clarification on the next steps in your process.

## Develop an Action Plan

- Join our opt-in announcement listserv.
- Reflect on your interests, strengths, values, and skills. (Complete the Explore section starting on page 5 for further inspiration in any of these areas.)
- Use Vault, O\*NET, our industry webpages, and LionSHARE to research and identify job titles and career fields.
- Talk to professors, former supervisors, family, and classmates to learn more about fields that interest you or uncover fields you might not have considered.
- Research the recruitment timelines of your industries of interest.
- Make a target list of the top 20 organizations you might like to work for using resources like LionSHARE, Glassdoor, GoinGlobal, UniWorld, Indeed, and professional association websites. Brainstorm connections in your network.
- Develop a timeline. The search can take anywhere from 3–9 months, depending on the industry. Make sure to research the industry recruitment timelines. and time your search accordingly.
- Carve out time regularly in your calendar (you can start with 10 minutes a day) to stay active in this process, while balancing all of your additional responsibilities.
- Create an Excel spreadsheet or another tracking document to record contacts, positions, and target organizations.

*Note: If you're an international student and plan to work in the US, learn about the requirements of your visa by visiting the International Students and Scholars Office.*

## Refine Your Application Material and Online Presence

- Create a polished and tailored resume and cover letter for each job or internship.
- Ensure that your LionSHARE profile is complete and accurate.
- Google your name to ensure that images, information, and social media profiles are professional and appropriate.
- Join LinkedIn or update your profile to connect with alumni and other contacts. Check out Columbia's alumni pages.
- If you are not receiving any responses, meet with a career counselor to assess and refine your approach.

## Get Involved and Build Relationships

- Develop and practice your 30-second introduction.
- Connect with alumni or other contacts in your current network to learn about careers and organizations that interest you. Prepare for and set up informational interviews.
- Connect with employers and alumni at our career fairs, industry showcases, information sessions, networking events, and workshops.
- Check communications from campus student groups and academic departments for professional networking opportunities and job leads.
- Stay in touch with contacts you've made through events and networking to uncover "hidden" job opportunities that are not posted but rather will be filled through referrals.
- Join a professional association or student club to stay current with industry trends, access specialized job boards, and attend conferences or membership meetings (many have student rates).

## Apply to Jobs

- ❑ Create saved searches in LionSHARE to save time looking for positions matching your criteria.
- ❑ Regularly check the careers webpage of your top target companies, follow them on social media, and sign up for their newsletters to learn about openings and company news.
- ❑ 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.
- ❑ Reach out to people in your target companies through the Columbia alumni network, classmates, LinkedIn, or connections in your personal network.
- ❑ If you don't hear back, follow up a week or two after applying to reiterate your interest.
- ❑ Monitor applications and responses. Note when to follow up in a spreadsheet, calendar, or other tool to stay organized, track contacts and remember which jobs you have applied to.

## Interview and Follow Up

- ❑ Sharpen your interview skills using Big Interview. Watch training videos, record yourself answering behavioral questions, and review your responses with the self-guided rating scale.
- ❑ Research the organization and reflect on how your experiences relate to the position before each interview.
- ❑ Schedule a practice interview with a career counselor for help articulating why you are a strong candidate for the position.
- ❑ Research typical attire for your specific organization and dress accordingly. Current students may reserve and borrow a suit for free from our Clothing Closet.
- ❑ 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.
- ❑ Consider the employer's perspective as you explain your qualifications. Express your genuine interest, identify related skills, or spell out how past experiences prepared you for the role.
- ❑ Ask your interviewers for business cards and send a personalized thank you note to each person with whom you interviewed within 24 hours after your interview.
- ❑ Clarify next steps in the process to know when you can expect to hear back. Follow up if you are not contacted within the expected timeframe.

## 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 career counselor to evaluate fit, negotiate, or respond to offers. You can also use the evaluation matrix tipsheet on our website.
- ❑ Inform and thank the people who have helped you in your search or research process.
- ❑ Continue to build and maintain professional relationships in your new position.
- ❑ Prepare yourself to start the new job! View our “survival guide” webinar on transitioning to the workplace.

Remember we are here to help. Everyone's search is unique, don't hesitate to reach out to us for assistance!

# PREPARE

Start your career search early using our 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

If you're applying to a position, chances are that you'll need a resume. What is a resume, and how can you go about creating or updating one?

We will walk you through creating, formatting, and tailoring your resume to help you make your best impression on employers.

## What Is a Resume?

A resume is:

- a marketing document used to secure an interview
- a concise and industry-specific summary of your education, skills, and experiences
- an honest reflection of your professional, extracurricular, and academic experiences

Your resume may be the first impression you make on employers, so be sure to write and edit it carefully.

The guidance provided here is typical for resumes for employers in the United States. For guidance on resume and CV conventions in other countries, check out our online resources from GoinGlobal.

## What Should My Resume Look Like?

**Length:** A one-page resume is preferable for most fields, though some employers will accept two pages. Two-page resumes are typically more appropriate for those with extensive work experience or artist resumes.

**Format and Layout:** You want your resume to be clearly organized and easy to scan.

**Font size:** 10-12 points. You can vary the size of headers to provide further emphasis.

**Font style:** Consistent throughout and legible. Emphasize words by using bold, underlining, and italics, sparingly and consistently.

**Margins:** 0.5"-1"

**Document:** Save as a Word or PDF file (most commonly requested).

**Layout:** A resume can be structured in a number of ways but is most commonly in reverse chronological order. This allows you to list experiences starting from most to least recent within each section.

## How Do I Get Started?

If you're just getting started with a resume, it can help to get everything you've done down on paper. You might ultimately have a master resume that you'll tailor to specific opportunities.

If you already have an opportunity in mind to which you'd like to apply, reading through job descriptions will allow you to keep the employer's perspective in mind when putting together your resume.

## REFLECTION ACTIVITY: BRAINSTORM EXPERIENCES

Jot down your experiences, both past and present. These might include:

- summer jobs
- volunteer work
- extracurricular activities
- student group leadership or membership
- academic or research experiences
- independent or course projects
- work experiences
- internships
- honors and awards
- study abroad/travel

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## REFLECTION ACTIVITY: EVALUATING YOUR EXPERIENCES

- Which experiences were most significant to you?
- Where did you make the most impact?
- Which experiences are most reflective of the type of activities/work/study you'd like to do next?
- What would you like an employer to see about you from your resume?

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# What Sections Will My Resume Include?

Sections create structure on your resume, allowing employers reading your resume to find key information quickly and easily. As you draft your resume, you'll aim to create clearly defined sections that accurately capture your experience and help shape your narrative.

## ACTIVITY: YOUR RESUME SECTION-BUILDER

As you learn about each section, jot down the information you'd like to include. If you've done the reflection activities on page 19, you can move the information you generated into each relevant section.

### Definitely include these sections:

SECTION NAME	WHAT IT INCLUDES
<b>Header</b>	Name, email address, and phone number, so the employer can reach you. <i>Optional:</i> LinkedIn profile, professional website, or social media account.
<b>My Header</b>	
<b>Education</b>	School, location, degree, (expected) graduation date, field of study. <i>Optional:</i> Study Abroad, Relevant Coursework, Honors (see below)
<b>My Education</b>	
<b>Experience</b>	Work, internships, volunteering, extracurriculars, projects. Include: organization name, location, dates, your title, and a brief description of your accomplishments.  It is likely that you'll have more than one experience section on your resume, with the goal of highlighting your most relevant experiences prominently. Within each section you'll list experiences in reverse chronological order—that is, most recent first.  Common experience headings include Experience, Work Experience, Relevant Experience, Leadership, Activities, Research Experience, Project Experience, Volunteer Experience.
<b>My Experience</b>  <i>Specify the headers you'll use</i>	

### Other possible sections to include:

<b>Profile or Summary</b>	For career changers, a summary of your qualifications: education, skills, and related experience. See Creating a Summary/Profile Statement for Career Changers on page 28.
<b>Honors</b>	Honors or scholarships received (list the most recent or prestigious).
<b>Relevant Coursework</b>	Completed courses related to the job you're seeking. This allows you to highlight relevant knowledge or interests, even if outside your primary field of study.
<b>Additional Sections</b>	May include Certifications, Professional Affiliations, Publications, etc.

### My additional sections (if relevant)...


# Describing Your Experience

Bullet points are action statements that showcase what you contributed in previous roles, so that the employer can see the skills you bring to them. Under each experience on your resume, you'll include these descriptions in bullet point form.

## Strong Bullet Points:

- Start with an action verb that illustrates a transferable skill. See our list on page 23
- Share specific information about what you did, how you did it, and why you did it.
- Avoid repetitive language.
- Quantify when possible to demonstrate impact.
- Include relevant tools or equipment (i.e., Excel, Python, Adobe Photoshop, mass spectrometry, SPSS, Westlaw, etc.)

## Developing Bullet Points: What, How, and Why

To create impactful descriptions for each experience, you may want to answer the following questions:

### WHAT

**What** did you do? What was the situation, problem, or challenge you were facing? What were your responsibilities or goals?

### HOW

**How** exactly did you do it? How did you accomplish your tasks? Did you use any tools, equipment, or computer programs? Did you work as part of a team or independently?

### WHY?

**Why** are these actions important? How did they benefit the organization? What was the result or outcome of your actions? Can you quantify the results? (Note: Not every bullet point on your resume must be results-oriented.)

## How to Strengthen a Bullet Point: Example

### 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, or what kind of events and panels were organized. The writer misses the chance to showcase relevant skills used to carry out this task.*

### B. Generic Description:

#### **Public Health Society**

*Events Coordinator*

- Plan and coordinate panels on public health for audiences of 25-50 undergraduates on a bimonthly basis
- Identify and contact health professionals in the community to participate in panels
- Create marketing materials and publicize events through social media

**This second example expands on what the student did and specifics how they did it.**

- *The first bullet point clearly highlights organizational skills and lets the employer know the scope, target audience, and frequency of 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 (the ability to be strategic in marketing), as well as familiarity with using social media for marketing purposes.*

### C. Adding Accomplishments and Impact to Show the “Why”:

Employers want to learn about your skills and understand the impact you’ve had on a project, organization, or company.

Consider how 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; increase 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*)

**These statements now show how the marketing and publicity efforts led to positive outcomes.**

## ACTIVITY: DRAFTING BULLET POINTS THAT SHOW THE “WHY”

Practice using the method described above to develop your bullet points.

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

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**What:** \_\_\_\_\_

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**How:** \_\_\_\_\_

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**Why:** \_\_\_\_\_

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**Your Bullet Point:** \_\_\_\_\_

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Once you have your bullet points drafted, read on to learn how to tailor your resume to a specific position.

# Action Verbs

Using varied, strong action verbs helps grab the attention of the reader by demonstrating your unique contributions and capacity for leadership. The list below includes some of the top skills employers look for in candidate resumes, according to surveys from the National Association of Colleges and Employers.

## Administrative

arrange  
assemble  
catalogue  
collect  
compile  
complete  
correspond  
distribute  
enter  
file  
gather  
process  
record  
reserve  
review  
revise  
schedule  
streamline  
submit  
supply  
update

## Collaboration

align  
bridge  
collaborate  
confer  
cooperate  
coordinate  
facilitate  
liaise  
mediate  
partner  
unite

## Communication

advertise  
author  
co-author  
connect  
contract  
correspond  
draft  
edit  
negotiate  
persuade

present  
promote  
publicize  
publish  
recruit  
report  
represent  
revise  
sell  
translate  
write

## Creativity & Innovation

act  
choreograph  
compose  
conceive  
customize  
design  
found  
improvise  
inaugurate  
initiate  
innovate  
invent  
launch  
originate  
perform  
pioneer  
prompt  
propose  
recommend  
redesign  
revamp  
shape  
transform

## Financial & Quantitative Skills

adjust  
allocate  
analyze  
audit  
average

balance  
budget  
calculate  
compute  
estimate  
forecast  
increase  
measure  
process  
project  
purchase  
quantify  
reconcile

## Helping Skills

advise  
advocate  
aid  
coach  
contribute  
counsel  
ensure  
guide  
motivate  
provide  
refer  
resolve  
support  
volunteer

## Mechanical & Technical Skills

assemble  
build  
code  
construct  
convert  
debug  
design  
develop  
document  
engineer  
fabricate

install  
maintain  
operate  
program  
repair  
restore  
test  
troubleshoot  
upgrade

## Organization

allocate  
appoint  
arrange  
centralize  
consolidate  
delegate  
deliver  
direct  
lead  
outline  
plan  
reorganize  
spearhead  
structure  
systematize

## Problem-Solving

augment  
consolidate  
correct  
diagnose  
expand  
improve  
modify  
optimize  
prioritize  
reduce  
remedy  
restructure  
solve  
strategize  
surpassed  
unify

## Research & Analysis

analyze  
access  
chart  
conduct  
dissect  
evaluate  
examine  
explore  
identify  
inspect  
interpret  
investigate  
monitor  
observe  
predict  
probe  
prove  
research  
scrutinize  
study  
summarize  
survey  
synthesize  
trace

## Teaching Skills

clarify  
demonstrate  
empower  
encourage  
evaluate  
explain  
facilitate  
focus  
foster  
inform  
instruct  
reinforce  
simplify  
stimulate  
strengthen  
teach  
train  
tutor



# Linking Your Resume to a Job Description

Tailoring your resume helps the employer easily connect your relevant qualifications to the job in question.

It can be helpful to start your tailoring process with a specific job posting in mind. If you're applying for different types of positions across varying industries or job functions, you may find that you'll have to create more than one version of your resume. However, once you've tailored a resume, you can use it as a jumping-off point for other similar opportunities.

On the next page, you'll see a sample resume tailored to a specific job description. In the cover letter section, you can find a cover letter tailored to the same posting.

## ACTIVITY: TAILORING YOUR RESUME

Find a job posting that interests you. You may want to print it out so you can write on it.

### Analyzing the Job Description

Your first step when tailoring your resume is to identify key information in the job posting that helps you connect your experience with the opportunity.

First, collect this basic information:

**What industry is it in?**

---

**What is the job title?**

---

This information will help you generate search filters and keywords to use to find other similar opportunities.

> **TIP:** Not sure what the difference between an industry and job function is? Check out page 14 of the Explore section.

Next, in the left-hand column below, jot down the main skills and qualifications required for the role. You'll likely find this information in the job posting in sections like "Description of the Role," "Responsibilities," and "Qualifications."

Main Responsibilities, Skills, and Qualifications	My Related Experiences

continued on the next page...


## Linking Your Experiences to the Job Description

Which of your experiences connect to each of these responsibilities, skills, or qualifications?

In the right-hand column, jot down your relevant experiences, projects, responsibilities, or accomplishments that you can use as evidence. If you've printed the job posting, you can also write this down next to the relevant parts of the description.

## Steps for Tailoring Your Resume

Take your notes from the right-hand column and notice how this evidence appears on your resume. If you don't clearly see evidence of relevant skills and experiences, how might you incorporate it?

When tailoring, we recommend tackling the big picture first and then addressing the details. Working through each of these questions one at a time can help you structure your tailoring process:

### Structure and Organization:

1. Will renaming or reorganizing the sections give more weight to your most relevant examples?
2. Will reordering the bullet points make your most relevant examples stand out within an experience?

### Content:

1. Do you want to expand on a relevant example to describe it in greater detail? Are there elements of a given experience that you might consider cutting?
2. Can you reorder the wording within bullet points to make the most important information appear at the beginning?
3. Can you revise your word choice to incorporate keywords from the job description?

After you've tailored your resume, reread and revise using our Resume Revision Checklist on page 30.

# Job Description Example

**Employer:** NAS Media

**Role:** Career Development Program

Job postings usually start with **the basics**: employer name and job title. Paying attention to the job title may help you find other similar positions.

**Company Description:** NAS Media is one of the world's leading media and entertainment companies in the development, production, and marketing of entertainment, news, and information to a global audience.

**Company descriptions** show you what the company does. You'll also often learn about the company mission or values, as well as industry-specific language.

**Location:** NY and LA

**Deadline:** Spring, End of May start date

Job postings may have a concrete or a rolling **deadline**. If unclear, apply as soon as you have your materials ready.

**Job Description:** The NAS Media Career Development Program is the premier early career development experience in media. Career Development Program associates, CDPs, are the gold standard and most recognizable employees across NAS Media. This 12-month rotational experience will expose CDPs to several areas of our business, ensuring that they graduate as well-rounded, future media leaders.

Note the **adjectives** in a job posting: they'll reveal how an organization sees itself and what qualities it values in employees.

## Responsibilities:

NAS Media CDPs in both NY and LA can expect:

- An immersive 3-week on-boarding & orientation experience
- A 3-month Ambassador Experience in which you'll lead tours of NAS Media to visitors
- Rotations through at least 3 unique hands-on assignments within categories of Business, Consumer, and Content:
  - To support the operations of our global motion picture and television production and distribution, merchandising, and licensing teams
  - To support our marketing and branding teams by compiling and distributing daily press clippings, conducting marketing analysis and research, drafting and editing press releases, and helping prepare for events and screenings
  - To support our development and acquisitions teams by conducting research for projects in development, reading scripts and writing coverage, and providing ideas for other creative opportunities the team may not be aware of
- Regular learning, development, and feedback opportunities in a shared cohort experience and supportive community of peers and company employees

A job description, like a resume, is a **marketing document**. You may notice that the company is trying to persuade you that this opportunity is great. Reflect on the aspects of the job that appeal to you.

## Qualifications:

### Required:

- Minimum 3.2 cumulative GPA
- Bachelor's Degree
- At least 1 internship, outside of work on campus
- Must be able to work a minimum of 6 days a week in NY / 5 days per week in LA
- Interested candidates must complete the full application through [www.nasmedia.com](http://www.nasmedia.com).

Job descriptions can give you a feel for the **day-to-day structure** of a position. Assess whether this aligns with your priorities.

### Preferred:

- Possess a strong desire to pursue a career in media at NAS Media
- Are curious and informed citizens of the media industry
- Have demonstrated commitment and initiative in college, community or on-the-job
- Have an interest in learning and continuing to develop their strengths, both personally and professionally
- Possess excellent communication skills and a strong executive presence

Employers want to see that you're **interested** and **engaged** in their industry and work.

Job descriptions highlight the **specific skills and qualities** employers are seeking from candidates. As you read through, reflect on when and how you've developed the skills in question.

# Resume Example

The student's **New York address** suggests that they would be a **local applicant**. That said, having interned in LA, they may be open to that location as well.

The student indicates that they meet two **program requirements**: they will have a Bachelors degree when the program starts and meet the GPA requirements.

## JORDAN BAILEY

522 W. 112th St., #43 • New York, NY 10025  
jordan.bailey@columbia.edu • (301) 234-5678

### EDUCATION:

**Columbia University**, Columbia College, New York, NY  
Bachelor of Arts in History, Concentration in Middle Eastern Studies  
Columbia University Dean's List (x4), GPA 3.8

Expected May 2020

### MEDIA EXPERIENCE:

**Comedy Central**, Los Angeles, CA  
*West Coast Talent and Development Intern*

June – Aug. 2019

- Provided thorough coverage on scripts, decks, and pilots submitted to Comedy Central to determine both the quality of the projects and their adherence to the network's strict brand filters
- Served as interim assistant for the network president and numerous VPs: managed high volume of phone calls, sensitive emails, and scheduling

**The Federalist (Satirical Newspaper at Columbia University)**, New York, NY  
*Co-Editor in Chief, Managing Editor, Layout Editor, Staff Writer*

Sept. 2016 – May 2019

- Managed 30+ staff on writing, editing, graphics, and layout to publish daily online and triweekly print publication
- Maintained newspaper Facebook page and website, reaching 40,000+ viewers weekly
- Designed 6 print issues using Adobe InDesign, including an April Fool's issue that drew 100,000+ online views

**Caroline's on Broadway (Comedy Club)**, New York, NY  
*Summer Intern*

June– Aug. 2017

- Collaborated with the talent director and director of publicity, primarily in a research capacity, to identify, pitch, book, and promote new talent; assembled press kits for shows, including drafting and editing press releases
- Supported club manager on backstage tasks, including publicity, audience seating, and sound/light work

### LEADERSHIP & PROJECTS:

**Columbia University Undergraduate Admissions**, New York, NY  
*Student Ambassador*

June 2017 – Present

- Provide detailed tours and lead discussions on Columbia campus for select alumni, VIP families, and their children throughout both the summer and academic year
- Selected by Senior Advisor to the Dean of Columbia College as one of five students to conduct tours

**Columbia University History Department**, New York, NY  
*Summer Research Assistant*

June – Aug. 2018

- Conducted research for Pulitzer Prize finalist Dr. Stephanie McCurry on Civil War hero and legislator Robert Smalls, consulting online databases and archives for Congressional reports, news articles, and personal diaries

**Present, Past, Future (One-Man Play)**, West Palm Beach, FL  
*Creator and Performer*

June 2014 – May 2016

- Researched, wrote, and performed one-man play about World War II veterans: interviewed 7 D-Day veterans; combined verbatim stories into 5 characters; performed at locations across Palm Beach county
- Received letter from Tom Hanks commending performance and efforts

### SKILLS & INTERESTS:

**Computer:** Adobe InDesign, Microsoft Office Suite, Google Suite, social media

**Interests:** Stand-up comedy (open mics, new talent showcases at Caroline's, Stand Up NY), bocce, food trucks

This bullet point showcases their **preparedness to work in the Content rotation**. The student has used **keywords from the job description**. This helps the reader recognize the experience as transferable, and demonstrates knowledge of industry lingo.

The student demonstrates their **professionalism and organization** while **supporting high-level staff**.

This speaks to experience in **marketing and PR**.

One of the key elements of the program is serving as an ambassador and tour guide. Here, we see the student's **experience representing their institution**.

This is an example of how to **use action verbs in bullet points** to speak to the **responsibilities of the role**. Also, it further emphasizes research, which is mentioned multiple times in the posting.

Their **interests** continue to demonstrate their **passion for media world**, as well as give a sense that they might be game for group activities as part of the cohort.

This **first heading** allows the student to **highlight experience in the industry**, speaking to their interest in media. The first experience will be recognizable to the reader and show that the student has worked at a large media company.

In this experience, we see that the student can **wear multiple hats and juggle complex tasks** within an organization. We see their **learning mindset and commitment** as they took on new roles. They also use **quantification** to help the reader understand the **scope and impact** of their work.

This experience shows how the student has **taken initiative on a project**, and highlights how it was positively received.

The resumes (on this and the following pages) are only guides to provide an idea of what to include! **DO NOT COPY THEM DIRECTLY!** We suggest that you peruse the samples before you create your first resume draft. Your resume is a chance to convey your unique transferable skills and experiences. Reflect on what makes you stand out as a candidate. Once you've created your first draft, those that follow will be much easier.

# 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 that highlights your skills, experience, accomplishments, knowledge, and/or education. It also gives you a chance to connect your background with a position or field. A summary is not necessary if you are a current student or recent graduate with a background that directly connects with your target industry.

General guidelines: A summary is 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 several examples on the next page.

## ACTIVITY: SUMMARY STATEMENT

To help determine what to highlight in your summary, research positions of interest and write a list of the requirements and qualifications. Next, assess your skills and experience. How does your background and experience align with the qualifications outlined in the job description? Select skills, experience, accomplishments, knowledge, and education that you'd 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

Creative, mission-driven professional with eight years of corporate marketing and training experience seeking position in nonprofit organization leveraging fund-raising 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

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 team members. Willing to relocate.

### Summary

- Publishing executive with multifaceted background encompassing international licensing and brand management
- Developed special-ties 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 for a variety of reasons, including losing a job, studying, taking care of family, tending to health issues, or taking a break. Employers may question employment gaps and we encourage you to address them in your 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, e.g., 2012–2014 *instead of* May 2012 to February 2014.
2. Consider a summary statement (see page 28) 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.
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 ones), 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 return to a career in \_\_\_\_\_.*

You can state something similar during a job interview—see page 69 for addressing employment gaps in interviews.

# Your Resume Checklist

Put time into polishing your resume and making sure it represents you and your professional abilities in the best light.

**Check for these components as you revise and polish your resume.**

## Format

- At first glance, is the resume easy-to-read?
- Are the margins even and not too narrow/too wide?
- Is the font size legible and font type consistent?
- Are you using consistent headings, boldface/italicizing, punctuation and spacing?
- Are you consistent in displaying dates (e.g., consistently abbreviating or writing out months)?
- Is there enough white space on your resume?

## Organization

- Are your experiences organized under clear section headings?
- If you used a chronological resume format, are your experiences listed in reverse chronological order (starting with the most recent and continuing back in the past) under each section header?
- Will the organization you've used (section headings, order of sections, order of bullet points) help the employer easily identify your most relevant experiences and skills for this role?  
Did you omit a "References" section? List references on a separate sheet if requested.

## Content

- Did you include your name, phone number, email, and links to any relevant social media (e.g., LinkedIn), portfolios, personal websites, or examples of your work (e.g., github)?
- Did you remove any first person pronouns, such as "I" and "we"?
- Do your bullet points start with a strong action verb?
- Did you use the present tense (for current positions/responsibilities) and past tense (completed positions/responsibilities) for your action verbs?
- Do your bullet points address what you did, how you did it, and why you did it/the measurable impact of your work?
- Did you quantify and specify the scope of your work where possible?
- Do your bullet points showcase your transferable skills and technical tools in action (e.g., Are any technical skills listed under your Skills section also integrated into your bullet points?)
- Did you tailor your resume to incorporate keywords from the job descriptions? Some employers use applicant tracking systems (ATS) to scan resume and cover letters for keywords found in their job descriptions and used in the industry.
- Did you avoid abbreviations (exception for state names) and jargon that your reader may not understand?
- Have you reviewed it multiple times to catch typos and inconsistencies?

# Resume Example

## Michael Mason

000 Lerner Hall, New York, NY 10027  
mm000@columbia.edu • 212-555-5555

### EDUCATION

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- Columbia University, Columbia College**, New York, NY Expected May 2023  
*Bachelor of Arts*
- Boston High School**, Boston, MA May 2016

### HONORS

---

- Columbia University Kluge Scholar (Four Year Scholarship)  
National Honor Society (2016–2019)  
Harvard Book Award (2018)

### EXPERIENCE

---

- Boston University Medical Center**, Boston, MA Jan. 2017–Feb. 2019  
*Medical Volunteer, Neural Connections*
- Organized patient recreational activities including memory and card games as well as hand-eye coordination exercises
  - Liaised with patients to provide emotional support and aid with mobilization and mealtime assistance for an average of 10 patients per shift
  - Interacted with patients of all ages with neurological conditions including brain tumors, epilepsy, multiple sclerosis, Parkinson's disease, and stroke
- Joe's Bagels**, Brookline, Nov. 2017–Sept. 2018  
*Cashier and Sales Associate*
- Operated cash register by totaling bills, receiving payments, and distributing receipts
  - Provided fast, efficient, and courteous service to all customers
  - Ensured adequate supplies of change and correct amount of money at ends of shifts for proper reconciliation

### LEADERSHIP

---

- Columbia University, NCAA Division I Varsity Football Team**, New York, NY Sept. 2019–Present  
*Defensive Back, Linebacker*
- 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 Dec. 2017–Mar. 2019  
*Editor-in-Chief, Feature Writer*
- Managed 35-person team, including training 20 new staff in reporting, editing, and production workflow, as well as organizing and leading weekly meetings to assign stories
  - Identified and pitched potential feature stories on student and administration issues
  - Edited final drafts of stories to accord with house style; performed final fact-checking
  - Restructured the existing system of submission, revision, and publication, improving feedback process and ensuring quality control over final publication

### ACTIVITIES

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- Columbia University Black Student Organization**, *Member* Sept. 2019–Present  
**Columbia University College Democrats**, *Member* Sept. 2019–Present  
**First-Generation Low-Income Partnership (FLIP)**, *Member*

### SKILLS

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



# Resume Example

## Devin Jones

0000 Lerner Hall, 2920 Broadway, New York, NY 10027  
(917) 123-4567 | dj9876@columbia.edu

### EDUCATION

**Columbia University, The Fu Foundation School of Engineering and Applied Science** New York, NY – May 2020  
*Bachelor of Science – Civil Engineering (Concentration: Construction Management), Architecture Minor, GPA: 3.3*  
*Relevant Coursework:* Computer-Aided Structural Design, Principles of Construction Techniques, Dynamics and Vibrations, Fluid Mechanics, Mechanics of Solids, Urban Infrastructure Systems, Architecture Design Studio

### SKILLS

*Design:* AutoCAD, Architectural Desktop 2020, Maya 3-D Animation, SAP2000  
*Computer:* Microsoft Office: Word, Excel, Publisher, PowerPoint, MATLAB, ArcGIS Mapping, Adobe Photoshop  
*Language:* Korean (conversational), Japanese (conversational)

### ENGINEERING EXPERIENCE

**Walt Disney/ABC Television Group** New York, NY  
*Facilities & Infrastructure Systems Management Intern* June 2019 – August 2019

- 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
- Collaborated with a team of 3 to manage the design and construction phases of chiller installment and sidewalk replacement projects

**Martin Horn Inc.** Charlottesville, VA  
*Construction Management Intern* May 2018 – July 2018

- Aided Construction Superintendent on \$8 million major renovation project at South Slaughter Hall of UVA
- Facilitated communication between contractor, subcontractors, architects, specialists, and laborers by completing progress reports, updating change orders, plan changes, and RFI's
- Interpreted and explained plans, contracts, and technical information to workers to support Construction Superintendent
- Instructed, supervised, and coordinated on-site construction operations of subcontractors and laborers

### ENGINEERING PROJECTS

**Engineers Without Borders – Morocco, Columbia University Chapter** New York, NY and Ait Bayoud, Morocco  
*Project Team Lead, Design Team Lead* December 2016 – Present

- Oversee all engineering aspects of implementing a 225 ft suspended footbridge including: research, design, resourcing, logistics, and construction
- Compiled the technical portion of 70-page report on implementing bridge in rural Morocco
- Inspect existing bridge conditions, survey for a new bridge site, and personally design a decking implementation system to overcome feasibility problems
- Lead team of 6 students to brainstorm, research, and design an innovative wooden deck, synthetic-cable footbridge

**AISC-ASCE Student Steel Bridge Competition, Columbia University Chapter** New York, NY  
*Team Member (Designer and Constructor)* September 2018 – Present

- Designed a 17 ft steel truss bridge using SAP2000 to construct in the spring for the annual competition in April 2016
- Fabricate bridge members in Columbia's Carleton Laboratory and aid in the construction and improvement of the bridge

**Architecture, Construction, Engineer (ACE) Mentor Program** Charlottesville, VA  
*Team Member (Designer)* January 2015 – May 2015

- 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 2018 – Present

- Manage social media content on Facebook and Instagram to promote events and engineering news
- Recruit speakers for annual Columbia Women in Engineering conference and market the event to students through social media; increased attendance by 50% over previous year

# Resume Example

## 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 May 2020  
Related Coursework: Strategy Formulation, Leadership in Organization, Constitutional Law: Presidential-Congressional Relations, Strategic Intelligence/Political Decision Making

### EXPERIENCE:

**NBC Universal**, *Business Development Intern*, NBC News, New York, NY 2019-Present

- Develop presentations for 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 to ensure successful completion of instructional program
- Coordinate and manage NBC Universal's veteran affinity group events and conferences to strengthen membership base

**The New York Times "At War" Blog**, *Contributor*, New York, NY 2018-Present

- Write about experiences and life lessons while serving in the US Army and its role in furthering education

### US Army, Airborne Infantry

**Squad Leader in Alpha Company**, *1/69th Infantry, New York National Guard*, New York, NY 2014-2015

- Managed and trained a 9-person 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 team of 2 in charge of personnel and communication matters in a 90-person 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

- Arranged helicopter assets coming into combat outpost to resupply unit and airlift personnel to other locations
- Aided helicopter crews and supervised personnel in downloading all military equipment, supplies, and passengers into and out of a combat zone

**Airborne Infantryman, 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-person Scout Reconnaissance Platoon accomplishing an estimated 200 combat missions
- Served time as a team leader in charge of 2 additional individuals while in Iraq

### LEADERSHIP ACTIVITIES:

**Columbia University, Military Veterans Club**, New York, NY  
*Vice President* 2018-Present

- Created and implemented the "Veteran Career Initiative" at Columbia, which included 3 skill-building workshops, 10 employer presentations with a networking component, and 15 recruiting events

**Community Service Chair**, New York, NY 2016-2017

- 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**, New York, NY 2016-Present  
*Volunteer*

- Coach and prepare local teenagers for SAT, ACT, and TACHS examinations
- Design and teach individualized science curriculum to a group of 20 high school students

### SKILLS & INTERESTS:

*Skills:* Spanish fluency; Proficient in Microsoft Word, Excel, PowerPoint, Outlook

*Interests:* Distance running, biographical and geopolitical literature, and editing Wikipedia articles

# Resume Example

## 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 (4 semesters), GPA 3.3 May 2021  
*Relevant Coursework:* Mathematics of Finance, Financial Accounting, Macroeconomics, Microeconomics, Statistics

### RELEVANT EXPERIENCE

**Credit Suisse Investment Banking Division Case Competition** New York, NY  
*2nd Place Prize Winner* Sep. – Dec. 2019

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

**East End Advisors** New York, NY  
*Research Assistant* Jun. – Aug. 2019

- Created quarterly performance reports for portfolios of hedge fund's high-net-worth clients: synthesized and visualized key performance metrics, drafted reports
- Prepared monthly balance sheets of hedge funds for investment analysis, delivered to portfolio managers
- Proposed and implemented new database system of investment reports to improve workflow efficiency

**Steven Cabrera, C.P.A., P.C.** White Plains, NY  
*Administrative Assistant* May – Aug. 2018

- Developed and maintained database of client contact and payment information using Microsoft Access
- Organized schedules and documents, responded to phone inquiries to support office operations

### LEADERSHIP EXPERIENCE

**Columbia Financial Investment Group (CFIG)** New York, NY  
*Business Relations Coordinator* Jan. 2019 – Present

- Collaborate with a team of 10 to trade a virtual portfolio of stocks and options, forecast market moves, and evaluate potential trades; achieved 10% increase in rate of return from previous year
- Develop and grow relationships with investment banks, hedge funds, and wealth management firms for programming and recruitment
- Compile and present news reports on emerging markets and propose relevant trades at weekly membership meetings

**Columbia University: Office of Residential Programs** New York, NY  
*Resident Adviser* Sep. 2018 – Present

- Promote intellectual and interpersonal growth for undergraduate residents via community development, peer mentorship, and event organization, including educational and community outreach programs
- Resolve time-sensitive resident issues by liaising with university administrators and offices, both when on- and off-duty

**Sabor Latin Dance Troupe, Columbia University** New York, NY  
*Vice President and Dance Performer* Aug. 2017 – 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 show; raised \$2,333 in revenue for a city-wide service project

### SKILLS AND INTERESTS

**Computer:** Microsoft Excel, PowerPoint, Word; STATA

**Language:** Fluent in Spanish

**Interests:** Latin American Literature, Partner Dancing, Premier League Soccer

# Resume Example

## 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 2020  
**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

### RELEVANT EXPERIENCE

**Wamda Research Lab**, Amman, Jordan June 2019—August 2019  
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 communication skills, and industry knowledge on biotechnology through workshops and mentoring
- Presented on internship experience to 15 peers as a Tamer Center for Social Enterprise Summer Fellow

**Arab-American Family Support Center**, Queens, NY January 2019—May 2019  
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 Arabic language skills and improve speaking and listening ability

**Critical Language Scholarship**, sponsored by the US State Department, Rabat, Morocco June 2016—July 2016  
International Language Scholar

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

### ADDITIONAL EXPERIENCE

**Hackley School Alumni and Development Office**, Detroit, MI May 2017—July 2019  
Intern

- Managed and executed alumni communications strategy by preparing mailings, developing online newsletter content, and proofreading publications
- Identified and tracked alumni groups for outreach using fundraising database software Raiser's Edge and Excel to maximize development efforts
- Maintained social media presence for alumni community by class year, on Facebook and LinkedIn

**Community Impact**, Student Health Outreach, Columbia University, New York, NY September 2018—May 2019  
Student Teacher

- 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

**Columbia University Women's Rugby Football Club**, New York, NY September 2018—May 2019  
Player, Fundraising Chair (December 2018—December 2018)

- 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

### SKILLS

**Computer:** Microsoft Word, Excel, Powerpoint, Outlook

**Languages:** Arabic (Certified by American Council on the Teaching of Foreign Languages in 2015; Jordanian (Basic); Moroccan Colloquial Arabic Dialects (Basic); French (Proficient)

# Resume Example

## **PAT HENDRICKS**

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

### **SUMMARY:**

Nimble and creative team player with 12+ years of experience in training, operations, and events. Proven track record of building and maintaining client relationships, delivering superior customer service, and motivating diverse teams. Excels in fast-paced environments. Seeking positions in human resources, bridging knowledge of entertainment and hospitality.

### **EDUCATION:**

**Columbia University, School of General Studies**, New York, NY Expected May 2019  
Bachelor of Arts in Psychology  
Relevant Coursework: Mind, Brain, & Behavior; Social & Organizational Psychology; Social Development

**Community College of Atlanta**, Atlanta, GA 2015–2016  
Honors: Dean's List (four semesters), Phi Theta Kappa

### **RELEVANT EXPERIENCE:**

**Entertainer**, Atlanta, GA | New York, NY 2009–Present  
*Singer/Songwriter/Multi-instrumentalist*

- Liaise and negotiate with venue owners and booking agents to schedule approx. two events per month
- Collaborate on events with other musicians, from organization to execution; coordinate booking, transit, and equipment set-up and break-down; operate soundboard; provide musical accompaniment
- Market shows by creating flyers and social media posts; conduct outreach to local businesses for promotion
- Maintain a consistent rehearsal schedule, between six to ten hours per week
- Recorded two full-length EP's at Atlanta Studios

**The Prime Rib of Atlanta**, Atlanta, GA 2009–2017  
*Bartender and Server Captain*

- Trained and mentored new hires in professionalism, guest relations, and point-of-sale system, in one-on-one and small group settings
- Managed staff of 12 servers, ensuring a consistent and superior customer service while remaining poised under pressure in a fast-paced, high-end setting
- Compiled and managed receipts and paperwork nightly, facilitating accurate financial record-keeping
- Established rapport with guests; provided tailored recommendations based on culinary knowledge
- Dedicated 40 hours per week while maintaining full-time enrollment and 3.8 GPA in college

### **ADDITIONAL EXPERIENCE:**

**Columbia Bartending Agency**, New York, NY 2017–Present  
*Bartender*

- Prepare and serve comprehensive beverage selection at 30 to 200+ person events, at private homes, event venues, hotels, and membership clubs
- Develop tailored beverage menus in collaboration with clients
- Track, organize, and maintain accurate inventory, reporting back to client
- Achieved outstanding reviews for excellent customer service and in-depth mixology knowledge

**The Shipwreck Grille**, Hoboken, NJ 2008–2009  
*Server*

- Trained in and executed exemplary customer service within fine dining atmosphere
- Recognized for elevating overall service of staff and going above and beyond in role

### **ACTIVITIES:**

**GS Alliance**, Member, Columbia University 2017–Present  
**Student L.E.A.D.S.**, Member, Columbia University 2016–2017

### **SKILLS & INTERESTS:**

*Skills:* Proficient in MS Office (Word, Excel), social media (Instagram, Facebook, YouTube, Twitter); intermediate Spanish  
*Interests:* personality assessments, rock history, road-trip mixtapes, how-to recipe videos

# Resume Example

Joseph Alan Kempner

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

## EDUCATION

**Columbia University, Columbia College**  
BA in English, 3.4 GPA

New York, NY  
May 2020

**New York University, Tisch School of the Arts**  
Summer Filmmaker's Workshop

New York, NY  
July 2015 – Aug. 2015

## PROFESSIONAL EXPERIENCE

**Brooklyn Small Business Development Center**  
**Administrative Intern**

Brooklyn, NY  
May 2018 – May 2019

- Maintained primary calendar for office and scheduled consultations between entrepreneurs and business advisors for coaching services.
- Processed expenses, documented event attendance, prepared physical materials, and reserved space to contribute to Center's efficiency.
- Grew Facebook and Instagram presence, prepared email campaigns distributed to 5,000+ subscribers, and updated website to improve Center's marketing initiatives.
- Implemented center's first self-scheduling system, reducing administrative time spent on scheduling by 50%.
- Developed crowdfunding campaigns with clients to help support business plans.

**Foresters Financial**  
**Intern to Senior Financial Services Representative**

Edison, NJ  
May 2017 – Sept. 2017

- Prospected clients for representative by conducting strategic outreach via phone, mail and informational events.
- Coordinated health fair featuring 17 wellness groups to engage 50+ population of Hudson County, NJ.
- Secured funding for and organized assembly of 200 school supply packages for charitable distribution.

**Office of Undergraduate Student Life, Columbia University**  
**Social Programmer for New Student Orientation Program**

New York, NY  
Feb. 2017 – Aug. 2017

- Developed, coordinated and supervised social events for 2,000+ incoming students, including performances, information sessions, tours and a dance party at the Intrepid Sea, Air & Space Museum.
- Supported recruitment and training of 200 orientation leaders and crew chiefs to provide seamless program for incoming students.

## EXTRACURRICULARS

**Latenite Theatre, Columbia University**  
**President**

New York, NY  
May 2018 – Present

- Oversee 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 diverse community with passion for creative experimentation.
- Productions: *Bohem10n Rhap20dy*, Actor (Spring 2019); *Late Night at Madame Sequester's*, Writer/Actor (Spring 2018); *The Affair of Weathersby Castle*, Co-Director (Fall 2017); *Peter Peter Pumpkin-Eater*, Co-Director (Spring 2017)

**Undergraduate Recruitment Committee, Columbia University**  
**Student Admissions Volunteer**

New York, NY Dec.  
2016 – Present

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

## ADDITIONAL PRODUCTIONS

**CENTO**  
**Unweaving the Core**  
**The Morning Show Producer**

Director  
Athena, Narcissus, Sutor  
Stage Manager

Columbia University Performing Arts League  
Columbia University Center for the Core Curriculum  
Chicago Public High School

## SKILLS

**Creative Software:** Adobe (Premiere, After Effects, Photoshop), Final Cut Pro, Final Cut Express, iMovie

**Productivity Software:** Microsoft (Word, PowerPoint, Excel, Outlook), Apple Pages, Google Docs

**Web:** Facebook, Twitter, Drupal, Constant Contact, Hootsuite, HTML (basic)

**Languages:** Proficient in Spanish & French

# Resume Example

## Elizabeth Lee

(212) 555-0649 || Liza.Lee@columbia.edu || 70 Morningside Drive, #2948, New York, NY 10027

### EDUCATION

**Columbia University**, Columbia College New York, NY  
May 2019

- Bachelor of Arts in Philosophy
- Cumulative GPA: **3.82/4.00**; SAT: 2330 (800 Math, 730 Verbal), 99th percentile
- Honors: Columbia Core Curriculum Scholar, 3rd Place in Oliver Wyman Case Competition, Dean's List All Semesters

### PROFESSIONAL EXPERIENCE

**Kaiser Associates** (Global strategy & management consulting firm serving Fortune 500 clients) Washington, D.C.  
June 2018 – August 2018  
*Summer Associate Consultant*

- Benchmarked pricing strategies for Fortune 100 construction equipment manufacturer
- Conducted 20+ primary interviews with equipment dealers to research prices, and analyzed 500+ quotes via Excel
- Collaborated with Senior Consultants & Manager to create and present final deliverable to clients via PowerPoint
- Researched feminine care product innovation in China, synthesized findings and reported to VP in order to pitch a new engagement proposal to a multinational consumer goods corporation; the new project will start in October
- Reformulated revenue projection model for Top 2 U.S. telecommunication firm by synthesizing quantitative and qualitative information via Excel; created presentation deck for firm-wide conference

**Asia Society** (International non-profit organization with \$100+ million in assets) Hong Kong  
June 2017 – August 2017  
*Strategic Development Intern*

- Negotiated with Japanese Consulate General, All Nippon Airways (ANA), and Peninsula Hotel etc., to seek sponsorship for 180-person banquet promoting Japanese culinary culture
- Secured 75% discounted air tickets from ANA by presenting detailed sponsorship tiers and benefits
- Identified and interviewed two Japan-based food-shipping companies to supply for banquet and decide on budget
- Led team of three interns to conduct market research and pitch ticket sale methods to Strategic Development Team for two 350-people concerts in November; sold 280 tickets in September pre-sale period
- Composed 40-page proposal with \$128,000 budget for exhibition series; presented to potential sponsors

**Dearest, Inc.** (Childcare start-up serving 200+ families in New York) New York, NY  
January 2017 – May 2017  
*Business Development Intern*

- Researched competitor landscape in \$4.7 billion NY State child care industry to determine differentiation strategies; formulated analyses on industry competition to gauge company standing, presented by CEO to investors
- Collaborated with designers to create developmental milestones charts
- Wrote one 500-word article per week on education-related topics with 100+ readers per article on Dearest's website

### LEADERSHIP & INVOLVEMENT

**Symposium Summer Teaching Fellowship sponsored by Columbia University** Beijing, China  
February 2018 – August 2018  
*Symposium Fellow*

- Selected from 50+ applicants to receive fellowship to teach humanities to high school and university students in Beijing
- Designed and taught 10-day curriculum on Rousseau to 15 high school and college students of diverse background

**Columbia Organization of Rising Entrepreneurs** New York, NY  
October 2016 – August 2018  
*Senior Advisor (formerly Business Head) of Entrepreneurship Publication "Impulse"*

- Spearheaded marketing strategies and led team of 8 to analyze reader data, increasing readership size by ~20%
- Organized and moderated two 20-person round-table discussions with entrepreneurs, featured on impulse.coreatcu.com

**Oliver Wyman** New York, NY  
February 2017 – April 2017  
*Selected Participant in Women's Leadership Series*

- Selected from 300+ applicants to participate in series of professional development and consulting case workshops
- Placed 3rd in Best Buy case competition among 29 participants

### SKILLS & INTERESTS

**Computer:** Microsoft Office (Word, Excel, PowerPoint), Adobe Photoshop, Google AdWords

**Languages:** Mandarin (native), Cantonese (advanced), Japanese (intermediate)

**Interests:** Printmaking (apprenticed to master printer Kathy Caraccio in Jan. 2017), Half-marathons

# Resume Example

## Abigail L. Carpentier

60 Morningside Drive, New York, NY 10027 | alc1111@columbia.edu | 234-456-6789 | <https://www.linkedin.com/alc1111>

### EDUCATION

- Columbia University**, Columbia College, New York, NY Expected May 2019  
Bachelor of Arts, Biology | GPA 3.6  
Relevant Coursework: Introductory Biology with lab, Organic Chemistry with lab, Biochemistry, Statistics
- University of Cambridge**, Newnham College, Cambridge, England, U.K. September 2017 – June 2018  
Columbia College Oxbridge Scholars Program

### RESEARCH & CLINICAL EXPERIENCE

- Lister Institute Summer Studentship** June 2018 – August 2018  
University of Cambridge Department of Pathology, Cambridge, England
- Investigated Vaccinia virus protein and mechanism by which it degrades host cell proteins in HEK293T and HeLa cells through immunoprecipitation, as part of team of 3 researchers
  - Created and selected for single and double knock-out clones for genes of interest with CRISPR-cas9
  - Presented results to 10-person lab and wrote report detailing findings used to further team's research
- Summer College Intensive Program** June 2017 – August 2017  
New York–Presbyterian Brooklyn Methodist Hospital, Brooklyn, NY
- Cared for 10–15 patients per shift in hematology/oncology unit through hourly rounds, fall prevention, and feeding; liaised with physicians and nurses to ensure quality of care
  - Contributed to weekly discussion groups on cultural competency and public health issues to improve services provided to patients
  - Accessed alumni mentorship and additional professional development through Columbia University's Science Technology Engineering Program
- Summer Undergraduate Research Fellowship** May 2016 – August 2016  
Columbia University Medical Center Department of Pathology and Cell Biology, New York, NY
- Researched communication of loss of mitochondrial DNA in *S. cerevisiae* in relation to G1/S checkpoint in cell cycle using Western blot assay to quantify phosphorylation
  - Created and tested seven strains of yeast with deletions for specific proteins
  - Presented research and final paper in lab meetings and at 4 science symposia

### EXTRACURRICULAR EXPERIENCE

- Teaching Assistant, Introductory Biology** - Columbia University September 2018 – May 2019
- Taught weekly recitation class of 15–20 students; led one-hour lecture, problem-solving session, and Q&A, reinforcing concepts covered by faculty; taught students one-on-one in weekly office hours
  - Assessed student work by writing and grading quizzes, proctoring exams
- Peer Adviser - Office of Global Programs**, Columbia University September 2018 – May 2019
- Met with approximately 10 students weekly to facilitate targeted exploration of international programs
  - Marketed and planned events for up to 50 students that promoted value of study abroad experience
- Crew Captain and Coxswain** - Newnham College Boat Club October 2017 – June 2018
- Led rowing and erg sessions 5–6 times per week for novice and senior boats, coxed several regattas

### SKILLS & INTERESTS

- Language & Computer Skills:** Proficient in French and Microsoft Office (Excel, PowerPoint, Word)
- Lab Skills:** gel electrophoresis, Western Blotting, cell culture, and CRISPR-Cas9
- Interests:** Violin, Marathon running (Brasher Place Recipient for London Marathon), Coming-of-age literature, Parkour



# Resume Example

## Lauren Bolton

E. lab8523@columbia.edu • M. (917) 100-2710  
www.linkedin/in/laurenameliaboltan

### EDUCATION

COLUMBIA UNIVERSITY – SCHOOL OF ENGINEERING & APPLIED SCIENCES

**Bachelor of Science in Computer Science**

New York, NY  
Expected May 2021

GEORGIA STATE UNIVERSITY

**Move On When Ready – Joint Enrolled Student - President's List**

Atlanta, GA  
2017 – 2018

### PROGRAMMING COURSES

- Data Structures in Java
- Introduction to Java
- Number Theory and Cryptography
- Fundamentals of Computer Science
- Advanced Programming
- Introduction to Python

### PROFESSIONAL EXPERIENCE

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### PROFESSIONAL EXPERIENCE

THE TAILORY

**Software Engineering Intern**

New York, NY  
November 2018 – May 2019

- Designed, built and implemented a hand-held LCD asteroid game with a team of 4 using Raspberry Pi kits
- Debugged and troubleshooted codes and circuits to significantly reduce the amount of working time

SPECTATOR PUBLISHING COMPANY

**Data Analytics Associate**

New York, NY  
September 2018 – December 2018

- Mined and analyzed website traffic data from Google Analytics and Facebook Insights in R
- Designed and automated weekly analytics report with R, Python, MailChimp API and Google Data Studio
- Performed data-driven UI/UX design for online journalism content of *Spectator* using A/B testing with Optimizely

### PROJECTS

COMPUTER-BASED ATM MACHINE

February 2019

- Designed user interface and implemented workflow amongst Windows forms using C# and .NET framework
- Implemented basic interactive input and output responses to assist team members in programming control flow

PROCRASTINATION STOPWATCH APP

August 2018

- Built and developed stopwatch app that allows users to know how much time they spent performing activities on their phone
- Implemented time delay functionality into the stopwatch app making use of the different activity life cycles

SCRABBLE GAME

July – August 2018

- Optimized functional word scrabble game in Python where players can compete against the computer

MOVIE MANAGER

July 2018

- Developed an Android app using fragments that allows users to view movie information such as ratings and showtimes
- Worked on outputting the program on an LCD screen to boost user experience

HANGMAN PROJECT

June 2018

- Utilized Python to create and implement Hangman guessing game boosted with computer-playing capability

POKER PROJECT

March 2018

- Built, developed and implemented the Poker card game in Java

ASTEROID GAME

January – March 2018

- Designed, built and implemented a hand-held LCD asteroid game with a team of 4 using Raspberry Pi kits
- Debugged and troubleshooted codes and circuits to significantly reduce the amount of working time

### EXTRACURRICULAR EXPERIENCE

APPLICATION DEVELOPMENT INITIATIVE (ADI)

New York, NY

**Executive Board Member, Graphic Designer**

November 2019 – Present

- Commit 15+ hours weekly manage overall affairs of ADI, Columbia's student-led tech club, by organizing Startup Career Fair, Columbia's annual hackathon, DevFest, and Columbia's diversity hackathon, DivHacks, to foster a healthy CS community
- Lead a team of 3 to fulfill design needs for marketing, events and website updates

# Resume Example

## ADITYA R. SUD

1111 Broadway, Apt 1A, New York, NY 10027 • (212) 705-1111 • [ars2246@columbia.edu](mailto:ars2246@columbia.edu) • [linkedin.com/in/adityarsud45](https://www.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. 2019  
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 2017  
Relevant Coursework: Machine Design I & II, Finite Element Analysis, Internal Combustion Engines, Mechatronics, Production Processes I & II, CAD/CAM/CIM, Manufacturing, Planning & Control

**Maharashtra State Board of Technical Education** | Agnel Polytechnic Vashi Navi Mumbai, India  
Diploma in Mechanical Engineering (Passed: First Class with Distinction) June 2014  
Relevant Coursework: Design of Machine Elements, Production Technology, Metrology and Quality Control

### GZRGTKGPEG

**Air India Ltd.** Mumbai, India  
Intern | Component Overhaul Division June 2014–Nov. 2014, Dec. 2015–May 2016

- 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** Navi Mumbai, India  
Columbia University July 2013 – May 2014

- 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** New York, NY  
Columbia University Sept. 2015 – Dec. 2015

- 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

Team Lead | Agnel Polytechnic, Vashi

- 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* June 2015 – May 2017

*Member, Indian Institute of Industrial Engineering, Agnel Polytechnic Vashi* June 2013 – May 2014

*President, Mechanical Engineering Students Association (MESA), Agnel Polytechnic Vashi* July 2012 – May 2014

### 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)

# Resume Example

## Chris Bhattacharjee

(919) 910-2389 | chris.bhattacharjee@gmail.com

### Experience

2017 – Present | **Boston Consulting Group** New York, NY  
**Consultant, July 2018 – Present; Summer Consultant, June – August 2017**

- Spearheaded Cabin Crew Cost module for major SE Asian airline; presented findings to senior leadership
- Analyzed and quantified potential cumulative savings of \$125–150M through 19 initiatives
- Conducted benchmarking exercise on cabin crew rules and welfare across major global airlines
- Analyzed passenger traffic flows (historical and forecasted) across Canadian airports

2014 – 2016 | **jetBlue airways** Long Island City, NY  
**Manager, Revenue Management, 2015 – 2016**

- Managed portfolio of high performing international markets, totaling \$2B in annual revenue across 90 routes, and communicated challenges and opportunities to EVP of Commercial Strategy
- Supervised team of 6 analysts, focused on revenue performance, process improvement, career development
- Liaised with Sales, Marketing, Network Planning, and Revenue Analysis to better align revenue and company strategy, resulting in double digit unit revenue increases in target markets
- Launched process to increase both load factor and revenue performance in markets with chronic load factor issues, reinforcing low-fare positioning; expanded strategy to more than 10 markets across network
- Developed strategies to stabilize international revenue amidst extra-market forces such as currency fluctuations, Zika virus, mega-resort bankruptcies, and the Puerto Rican debt crisis

**Analyst & Senior Analyst, Revenue Management, 2014 – 2015**

- Spearheaded process improvement of proprietary revenue management system along with tools and reporting to review performance, resulting in \$56M revenue impact
- Managed portfolio of 20 flagship domestic and strategic international markets, totaling \$400M in revenue
- Led initiatives to capitalize on revenue opportunities, increasing revenue and share in key markets

2011 – 2013 | **Mahindra Group [\$17.8 billion conglomerate]** Mumbai, India

**Business Development Analyst (Global Recruit Program), Mahindra EPC, 2012 – 2013**

- Pioneered horizontal expansion strategy; identified two industries for potential entry
- Spearheaded preliminary geographic expansion strategy for solar business by analyzing relevant economic, social, political, and development factors; recommended top three countries for entry in next year
- Developed and enhanced recruiting strategy for Global Recruit Program and mentored new recruits
- Deputy Manager (Global Recruit Program), Group Strategy Office, 2011 – 2012
- Researched and presented design and brand strategy trends in the Indian and Global Auto Industry
- Evaluated Mahindra's approach to business in Africa and presented a new structure for engagement with the continent through research and internal interviews; led to new group-wide team for Africa business
- Launched Mahindra's CSR and Innovation strategies through benchmarking and internal initiatives; resulted in creation of Innovation vertical within Strategy Department

### Education

May 2018 | **Kellogg School of Management, Northwestern University** Evanston, IL

**Master of Business Administration, Beta Gamma Sigma [top 10% of graduating class]**

- Selected: President at Kellogg Transportation Club; Treasurer/Choreographer/Dancer at Groupwerk

May 2011 | **Columbia University** New York, NY

**Bachelor of Arts, GPA: 3.74**

- Majors: Economics-Political Science, Middle East, South Asian, and African Studies
- Internships: BlackRock [Portfolio Analytics Group]; Kasina [Market Research]

### Activities & Additional Information

- Community Involvement: Columbia Alumni Association of India, Advisory Board (2014–2016), Chapter Head (2012–2013); Columbia Alumni Association of Long Island, Vice-President (2013–2014)
- Other Activities: Aviation and travel enthusiast, competitive dancer
- Work Authorizations: USA, UK/EU, India

# Resume Example

## AMY M. ROBINS

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

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### CAREER PROFILE

Communications professional with nonprofit, international, and editorial experience interested in grant writing positions with organizations focused on the environment. Strengths include writing, editing, and researching for various purposes, including all phases of the grant application process. Recognized for organization, collaboration, and ability to work under pressure in a fast-paced environment.

### EXPERIENCE

#### **REFUGEE & IMMIGRANT FUND**, Queens, NY, 2014–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 to fund two new programs.
- Edit grant proposals and templates by reorganizing information, rewriting success stories, copy editing sentences for clarity, and proofreading for errors.
- Adapt proposal templates to send to specific foundations and edit letters of interest.
- Mentor a teenage refugee from Mali, sharing information about New York transportation, landmarks, and conversational English.

#### **BUDGET TRAVEL**, New York, NY, 2013–Present

##### *Assistant Research Editor*

- Pitch and write stories 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, 2011–2013

##### *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, 2010–2011

##### *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.

#### **BROOKLYN ACADEMY OF MUSIC (BAM)**, Brooklyn, NY, 2009–2011

##### *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%.
- Drafted advertising mailings, budgeted funds, established partnerships with community business owners, and built 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.

### 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.

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

The Following Sections Are Optional:

SECTION NAME	WHAT TO INCLUDE
<b>Additional Experience</b> ( <i>such as positions that you have held outside of academia; optional sections</i> )	Community Service and/or Involvement, Relevant Coursework, and Interests/Activities.
<b>Additional Sections</b>	Different disciplines may warrant additional sections, such as Data Sets (sciences), Performances/Exhibits (arts), or Film Production Highlights (MFA). Consult with your adviser and other faculty to learn more about what would be appropriate for your field.
<b>Skills/Languages</b>	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 adviser.

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 should 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 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): Sample academic job search materials for nearly every discipline.
- ImaginePhD.com: A career planning and resource platform for PhDs in the Humanities and Social Sciences
- *Chronicle Vitae* at [chroniclevita.com](http://chroniclevita.com): Website with higher education jobs, career resources, and advice.
- *The Chronicle of Higher Education* at [chronicle.com](http://chronicle.com): Online publication featuring higher education news.
- [Sciencemag.org/careers](http://Sciencemag.org/careers): Website with jobs and resources for scientists and engineers.
- Faculty members post their CVs online, so look for examples from new faculty in your field.
- Search our 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. 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



Michael Edmonson CC '20



Michael Edmonson CC '20

## CV Examples

### ROBERTA C. SUAREZ

123 Morningside Drive  
New York, NY 00000  
(212) 555-1234 • rcs7777@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:

President's Fellowship, Columbia University, 2012–2017  
Matriculation and Facilities Fellowship, Columbia University, 2012–2013  
Interdisciplinary Fellowship, Columbia University, 2012–2013  
Gross Travel Grant, University of Southern California, 2010

#### TEACHING AND RESEARCH INTERESTS:

Media and Memory; Journalistic History of America; Class and Politics in 20<sup>th</sup>-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, 2016–2017**  
"The History of the American Working Class."

**Instructor, 2014–2015**

"U.S. History since 1900."

**Teaching Assistant, 2013–2014**

"The United States since 1945"

#### RESEARCH EXPERIENCE:

**Columbia University, Graduate School of Arts and Sciences, New York, NY**  
**Predoctoral Fellow, 2017–Present**  
Conduct research on the history of the working class in the United States from 1900 to 1940. Results will be published in three journal articles.

**New York Historical Society, New York, NY**

**Researcher, 2013–2014**  
Researched issues in New York City history; selected writers for publications and exhibits.

Suarez CV, page 1/2

### Houghton Mifflin Company, Boston, MA

**Writer, 2011–2012**  
Researched and wrote reference articles on diverse topics in American history.

**ABC News, Los Angeles, CA**

**Researcher, 2007–2011**  
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 Martin, 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

#### LANGUAGES:

Fluent French and Spanish

Suarez CV, page 2/2

**NEIL A BADOU**  
 123 West 111<sup>th</sup> Street, Apt. 2B  
 New York, New York 10025  
 (646) 222-2222 • nai234@columbia.edu • neilabadou.com

#### EDUCATION

**Columbia University, Graduate School of Arts and Sciences**, New York, NY  
 PhD, Chemistry; Emphasis: Organic Synthesis, May 2017  
 MPhil, May 2017  
 MA, May 2015

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

#### RESEARCH EXPERIENCE

**Columbia University, Department of Chemistry**, New York, NY  
*Graduate Research Assistant* 2014–Present  
 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 and additional analogs for biological evaluations and structure-activity relationships (SARs).

**Swarthmore College**, Swarthmore, PA  
*Presidential Senior Scholar* 2011–2013  
 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* 2010–2011  
 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 2015  
 National Science Foundation (NSF) Pre-Doctoral Fellowship 2014–2017  
 Faculty Fellow, Chemistry 2014–2017  
 Delta Sigma Chi Balfour Fellow 2014–2017

**Swarthmore College:**  
 Rhodes Scholarship, Pennsylvania State Finalist 2012–2013  
 Delta Sigma Chi International Balfour Finalist  
 AICF Senior WU Chemist Award  
 Senior Key

Presidential Senior Scholar  
 Nancy K. Detering Waechter Scholarship  
 Delta Sigma Chi Foundation General Scholarship  
 2011–2012

Abadou CV, page 1/2

Mary Stuart Rogers Scholarship 2010–2011  
 Franklin O. Parker Scholarship  
 G. Herbert Smith Award

First Year Student Award 2009–2010  
 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 Ecteinascidin 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** 2014–2016  
*Teaching Assistant*  
 Synthetic Methods in Organic Chemistry (graduate course); Dr. Tim Jones, Spring 2015.  
 Substitute lecturer in absence of professor (four classes)

Organic Chemistry II (undergraduate course); Dr. John L. Mener, Spring 2015  
 General Chemistry I (undergraduate course); Dr. Paul H. Wright, Fall 2014; Dr. Ted J. Grey, Fall 2014

*Preceptor*  
 Head TA overseeing eight TAs 2013

**Swarthmore College**  
*Teaching Assistant*  
 Advanced Organic Synthesis Lab (Spring 2013)  
 Organic Chemistry I: Taught two guest lectures to a class of fifty undergraduates (Fall 2012)

#### LEADERSHIP/SERVICE

**Columbia University Graduate Student Council** 2014–2016  
 Class Representative

**Columbia Science Honors Program** 2015  
*Instructor*  
 Taught an introductory synthesis course to advanced high school students from the New York area (Fall 2013)

**Columbia University Synthesis Literacy Group** 2014  
*Founder*  
 Created organization and website (columbia.edu/cu/chemistry/groups/synth-lit/) (Fall 2013)

#### PROFESSIONAL AFFILIATIONS

American Chemical Society (2014–Present)  
 New York Academy of Sciences (2014–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 they seek. Once you have this information, you'll 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 the qualifications, skills, and accomplishments relevant to a given position or industry. To learn more about resumes, see page 18.

## 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!

### Recommended Books

- *“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

- [ImaginePhD.com](http://ImaginePhD.com): A career planning and exploration tool for PhDs in the Humanities and Social Sciences.
- [MyIPD.sciencecareers.org](http://MyIPD.sciencecareers.org): An Individual Development Plan career resource for scientist and engineering PhDs.



Michael Edmonson CC '20



Michael Edmonson CC '20

**Roberta C. Suarez**

New York, NY 00000 • (212) 555-1234 • res7777@columbia.edu • linkedin.com/in/res1234

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

Ph.D. American History, May 2017  
 M.Phil. American History, May 2017  
 M.A. in American History, May 2015  
**University of Southern California**, Los Angeles, CA  
 B.A. History *summa cum laude*, May 2013

**EXPERIENCE****Columbia University**, New York, NY

*Predoctoral Fellow* 2017–Present

- Wrote successful grants to implement independent project documenting the history of the working class in the United States from 1900 to 1940
- Supervise staff of five student researchers and coordinated research efforts for increased efficiency
- Published research findings in three articles in academic journals and one trade publication

*Instructor*

2016–2017

- 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 presentations to groups of 50+ students
- Evaluated and provided feedback on student performance throughout academic year

*Teaching Assistant*

2014–2015

- Collaborated with faculty to develop curriculum 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* 2013–2014

- Developed general three-year plan for research on New York City
- Defined specific historical issues for exhibitions and publications in collaboration with curators
- Selected and assigned writers for exhibition catalogs, labels, and topical brochures

**Houghton Mifflin Company**, Boston, MA

*Writer* 2011–2012

- 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* 2009–2011

- Ensured the accuracy of media programming on American history

**SKILLS**

**Computer:** MS Word, Excel, Access, and PowerPoint; Adobe InDesign and PageMaker, EndNote  
**Languages:** Fluent French and Spanish

**NEIL ABADOU**

123 West 111<sup>th</sup> 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 2014–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

*Teaching Assistant*, September 2014–May 2016

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

*Instructor, Columbia Science Honors Program*, September 2015–December 2016

- Designed and presented a weekend introductory synthesis course to NYC area high school students

**Swarthmore College**, Swarthmore, PA

*Researcher*, June 2011–May 2013

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

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

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

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

**Swarthmore College**, Swarthmore, PA

- B.A., Chemistry, May 2013, G.P.A.: 3.7 with Honors
- Selected Honors/Awards: Rhodes Scholarship finalist; Presidential Senior Scholarship; Delta Sigma Chi International Balfour Finalist

**LEADERSHIP****Columbia University**, 2014–2015

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

**Swarthmore College**, 2010–2013

- *Founder* – Swarthmore Men Against Violence
- *President* – Delta Sigma Chi Fraternity
- *Captain* – Varsity Wrestling Team; Northeast Conference Champion

**SKILLS**

Expert Excel

# 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. Since every organization is different you cannot write one general form letter to use for all of your applications. Instead, tailor your cover letter for each organization and position. Demonstrate knowledge and enthusiasm for the organization, and give examples from your past experience that show why you'd excel in the position. Cover letters are also writing samples and give employers a sense of your writing skills and style; always submit one unless the employer indicates otherwise.

## Before You Write the Cover Letter

- **Research the employer:** Learn about the organization so you can articulate 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. For an annotated job description, see page 26.
- **Analyze your background:** Ask yourself what you bring to the position. Think of what you've done in classes, projects, work experience, internships, volunteer work, and activities that are similar to the duties required in the job.

## Format of the Cover Letter

- Keep cover letters short—three or four paragraphs and less than one page.
- List your contact information at the top of the page either in the same format as on your resume or as shown in the samples.
- Address your letter 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'd 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.

## Structure of the Cover Letter

- **Introduction:** State the position, how you found out about the job, and who you are. Include whether you have been referred (ask the individual first before including their name) and why you are interested in this job and company.
- **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 and prepare you for the job. Emphasize your strengths with examples, but avoid simply restating your resume. The body may be one or two paragraphs and should be specific and relevant to the industry, organization, and position. Demonstrate that you have done your research.
- **Conclusion:** Thank the reader and reaffirm your interest in the position. Avoid endings that lack confidence. You don't need 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 them 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 comments)

See job description on page 26.

## JORDAN BAILEY

522 W. 112th St., #43 • New York, NY 10025  
jordan.bailey@columbia.edu • (301) 234-5678

Dear Hiring Manager,

I am very excited to apply for the NAS Media Career Development Program. This May, I will graduate from Columbia University with a BA in History, though my real career aspirations lie in the entertainment industry. As the premier early career development experience in the industry, NAS Media presents an incredible opportunity to contribute while developing my understanding of various aspects of the industry. I believe that my personal drive combined with my previous work experiences and academic record have equipped me with the communication skills and adaptability that make me an ideal candidate to inhabit the “Gold Standard” of the Career Development Program.

My time as an intern with Comedy Central’s Talent and Development team served as a wonderful introduction to the professional side of television, and to the tools needed to succeed in an office environment. In addition to acquiring all of the fundamental administrative knowledge for assisting executives, I learned how to effectively receive and respond to criticism in a professional setting. At my mid-semester review, my supervisors offered very positive appraisals of my performance, but noted that I should always find work to do, even if nothing has been assigned. From that point forward, every chair and desk in the office was sanitized, every pillow fluffed, every snack organized, and every stapler filled. Essentially, anything I could do to improve my coworkers’ days and the department’s functionality, I did. I would bring the same level of commitment to the Career Development Program.

During the summer of 2017, I balanced three jobs with diverse responsibilities, which pushed me to develop fine-tuned time management skills and an ability to switch gears when necessary. In a typical day, I would begin my mornings restocking the sauces and washing dishes at a noodle restaurant, and end my nights in the university archives, writing a report on the life of Robert Smalls. Usually, my lunch breaks were spent providing campus tours to VIP families, for which I prepared extensively; I was ready to answer any potential question, whether it was regarding Columbia’s admission requirements, the average class sizes at the engineering school, or even the names of the architects who designed the campus grounds. My ability to simultaneously thrive in three different positions would be wholly transferable to the Career Development Program’s rotations.

Though I know I want a career in entertainment, frankly, I am not sure what that career may look like. The Career Development Program presents a unique opportunity contribute to so many highly-respected departments while finding my calling in the industry. I’m excited to dip my toes in various areas while making an impact at NAS Media. I would be humbled to become a Career Development Program Associate. Thank you for your consideration.

Sincerely,  
Jordan Bailey

If you know the name of the hiring manager, be specific. However, if you are uncertain, address the letter to Dear Hiring Manager.

Introduces qualifications, laying out the structure for the rest of the letter.

Chooses a relevant experience to highlight and introduces skill sets that the employer is looking for:

- administrative skills
- support skills
- ability to effectively respond to feedback

Supports claims by pointing to a specific example to highlight how they used these skills successfully. Within this example, the student also demonstrates teamwork and positivity, skills the employer is looking for.

Relates experience back to the position they are applying for.

Frames additional experiences to highlight relevant time management and adaptability skills that rotational program seeks. Highlights experience leading tours, as it directly relates to one of the program rotations.

Directly relates how these experiences will be transferable to the NAS Media Career Development Program rotations, making it easy for the employer to understand the connection.

Reiterates interest in the position, identifies it as a great opportunity and highlights his eagerness to contribute.

The letters (and on pages 52, 53, 54, and 56) 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.

# Cover Letter Sample with Bullets

## Elizabeth Lee

(212) 555-0649 || Liza.Lee@columbia.edu || 70 Morningside Drive, #2948, New York, NY 10027

September 5, 2018

Bain & Company  
415 Mission Street, Suite 4800  
San Francisco, California 94105

Dear Ms. Victoria Andres,

I am writing to apply for the Associate Consultant position at Bain & Company's San Francisco and New York offices. I am currently a senior at Columbia University pursuing a major in Philosophy with a minor in Economics. Throughout the past year, I have had the pleasure of talking to ACs in the San Francisco, Chicago, and Shanghai offices about their experiences at Bain. Most recently, I spoke with Cheryl Bloom, an AC at the SF Office and my ACI interview buddy last year. She emphasized the great learning environment and active mentorships available at Bain, which I find very exciting!

This past summer, I worked at **Kaiser Associates**, a Washington D.C.-based international strategy and management consulting firm serving Fortune 500 companies. I believe my consulting experiences, leadership successes, and academic achievement will make me a valuable asset to Bain.

As an Associate Consultant, I will contribute the following skills:

- **Analytical problem-solving.** At Kaiser Associates, I analyzed prices of construction machine warranties for a Fortune 100 industrial equipment manufacturer in order to increase its warranty sales through price adjustments. Using regressions in Excel, I evaluated the impact of different types of coverages on warranty prices at competing manufacturers. As a result, I was able to provide quantitative data to help the project team develop final recommendations, which were well-received by our client at the end of the project.
- **Strong interpersonal and client-facing skills.** At Asia Society last summer, I presented a sponsorship proposal to senior managers of All Nippon Airways (ANA) and the Peninsula Hotel regarding an upcoming Japanese cultural banquet. By thoroughly researching the two companies' preferences to devise sponsorship tiers and benefits, I successfully convinced both to sponsor the event by offering 75% discounted air tickets and accommodation, saving Asia Society \$6,000 in the budget.
- **Leadership and influence.** As one of three recipients of the Symposium Fellowship (a Columbia-sponsored liberal arts teaching fellowship), I designed and taught a 10-day seminar on Dostoevsky and Rousseau in Beijing, China. With 15 high school and college students, whose areas of study ranged from engineering to fine arts, I facilitated in-depth discussions about philosophical texts as well as contemporary social issues and engaged every student in seminar-style learning regardless of their English language skills and points of view. Based on feedback from a course evaluation survey designed by myself, all 15 students were beyond satisfied with the seminar and began to take an interest in philosophy.

With my strong academic achievements and multicultural, multilingual background, I am confident that I would be a great addition to Bain and make tangible contributions to the team. I look forward to discussing my candidacy for this position at your convenience. Thank you for your time and consideration.

Sincerely,  
Elizabeth Lee

> **TIP:** A cover letter with bullets can be a good option if you want to group and call out specific skill sets that are relevant. This can be a way to catch the attention of an employer who is skimming your application.

## Creative Role

Sara Danson  
70 Morningside Drive  
New York, NY 10027  
+1 (202) 555-0188 • sara.danson@gmail.com

April 26, 2019

Dear Hiring Team,

Growing up with a political historian as my father, I learned a crucial lesson: to care about people, you have to care about politics. In this vein, I have long admired the Center for Democratic Progress, using your reports and articles to help define my own policy positions. As I prepare to graduate from Columbia University with a degree in American studies and creative writing in May, I want to work for an organization that lets me act on my care for people every day. With seven years of editorial experience, I think I could do great work as Democratic Progress' Assistant Editor.

I first honed my editing skills as a journalist. Working for Elementary, I wrote and copy edited dozens of articles using AP Style – everything from long-form investigations of standardized testing to columns about Common Core. I posted and formatted articles and photos on Elementary's WordPress site, and managed production of the magazine's quarterly print issues. For this work, I wrote headlines, blurbs, and photo captions as needed, and used Adobe Photoshop and InDesign regularly. I have done similar work as a writer for the Daily Noise, a workshop participant at Columbia, and the sole editor of The Soul in Our Soles, a full-length book. Through these experiences, I have edited hundreds of pages, adjusted to new style guides and expectations, and learned how to give my feedback clearly and diplomatically. So, too, have I honed my attention to detail and accuracy, learned how to work independently and under time pressure, and kept track of small-moving parts across several projects at once.

In other jobs, I have channeled my political views into meaningful work. As an intern for the League Against Hate Speech and Detroit for All, a nonprofit which helps immigrants and refugees in Southeast Michigan, I worked with teams to advocate progressive policy positions by planning trips, conferences, and community-wide events. As part of this work, I communicated with a wide range of individuals – wealthy businessmen, Bhutanese refugees, and Israeli activists alike – and sharpened my written and verbal communications skills. I also gave my colleagues operational support, copying and filing papers, scheduling meetings, and inputting data into Salesforce, among other tasks. These experiences taught me when to ask for help, how to solve problems, and how to organize my work and others' well. At the same time, I learned firsthand how satisfying it is to work hard for a cause you believe in.

Given the opportunity, I would love to do that work for Democratic Progress as your Assistant Editor. I would be able to relocate to Washington, D.C. quickly upon hiring. Thank you so much for your time and consideration, and I look forward to hearing from you.

Sincerely,  
Sara

## Undergraduate Internship

Layla D'Antonio

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

February 5, 2019

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 CNN's editorial internship as part of the Columbia Experience Overseas Hong Kong. With a keen interest in media production and journalism, I am eager to explore these fields in one of the world's fastest-growing markets. As a rising sophomore at Columbia University studying psychology with a concentration in sustainable development, I am excited to apply my cultural awareness and critical thinking skills, as well as my creativity and teamwork skills to this position.

For the past year, I have worked with the Columbia Video Network to record classes for the developing online sector of Columbia University School of Engineering. My colleagues and I produced content that students around the world can access for their online programs. Additionally, I played a vital role managing our social media presence via Facebook and Twitter, increasing the network's online exposure by sharing photos from our production room, writing posts about advancements in technology, and sharing engineering-related content. Through this experience, I familiarized myself with media outlets and increased engagement with prospective students.

Currently, as Division I student-athlete, I continuously develop my perseverance, mental stamina and time management skills. I have learned to master the art of balancing a demanding schedule while navigating a fast-paced environment. My experience as an athlete has also helped me to become an effective leader and communicator, acting as a liaison between my teammates and coaching staff. All are skills I expect to use at CNN.

I am excited by the opportunity to contribute to one of the world's leading news organizations while exploring my curiosity in the use of technology as a tool to transmit knowledge through visual media. I look forward to the opportunity to learn how CNN integrates these tools within the news landscape, and to grow as a journalist and creative thinker. Thank you for your consideration.

Sincerely,  
Layla D'Antonio

## Engineering

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

March 11, 2018

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. After connecting with Recruitment manager Charlotte Greene at Columbia University's Sustainability Career Fair, and learning about the company's impact in the sustainable engineering space, I knew I needed to apply. I am a senior at Columbia majoring in Mechanical Engineering and believe that my critical thinking and interpersonal skills along with my commitment to engaging in complex engineering problems would be an asset to your team.

During my internship with ERS, I successfully employed my critical thinking skills and interpersonal skills to pinpoint cost-effective retrofit measures on a very limited budget and with little manpower. While working on 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 to create a new framework for implementing insulation and envelope repairs. Using this idea, the team discovered that one of the school sites could save over \$30,000 a year on electricity through insulation upgrades.

Currently, I am leading a project for the Columbia Formula SAE team researching and analyzing sensors with a goal to wire a car to increase speed and validate load predictions. This project is particularly relevant to the current trends in the energy efficiency space, as sensors exist in buildings and retrofit projects need to be validated. My current coursework complements my experience in its focus on statistical programming for modeling environmental issues. For example, I am working on a project using machine learning to predict roofs in New York City that need insulation.

I am excited by the opportunity to be on a team that collaborates to help clients meet their engineering and sustainability goals, and where I can showcase my mechanical engineering skills. Thank you for considering me to join the Thornton Tomasetti team.

Sincerely,  
Devon Fisher

## Experienced

### AMY M. ROBINS

123 Broadway Apt. 4, New York, NY • 212-555-1212 • [amyrobins@gmail.com](mailto:amyrobins@gmail.com)

August 22, 2018

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. When I saw this posting on your website, I was immediately drawn to AIDG's focus on business incubation and eco-friendly technologies, and believe 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.

Additionally, 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 grant applications 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 how I can help your organization grow and expand through fundraising. Thank you for your time and consideration.

Sincerely,  
Amy Robins

See Amy's resume on page 43.

# 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, position, institution, department, and context in which each operates.

## How is an Academic Cover Letter Structured?

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

## What is the Content of an Academic Cover Letter?

Tailor your letter to the specific institution and department to which you are applying. Visit the department's website or 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 your teaching experience.

Your letter should, ideally, be addressed to a specific individual. Alternatively, you can address it to the 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.

**Teaching Experience:** 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? Discuss your teaching philosophy, style, and accomplishments.

**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 refer here to your professional activities such as leadership roles in student groups, professional organizations, and committee work.

**Conclusion:** 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*
- *The Chronicle of Higher Education* at [chronicle.com](http://chronicle.com)
- *The Professor Is In: The Essential Guide To Turning Your Ph.D. Into a Job*



# 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 adviser 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. Your goal is to convince an employer that you can create the kind of written materials and handle the type of work 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 submit the paper that is better written. You may alternatively choose to rewrite the relevant paper to be stronger before you submit it. Remember, the employer is assessing your writing skills; 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 to 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, well-roundedness, and your other skills and assets. One of the most essential skills for the 21<sup>st</sup>-century job seeker is an understanding of how to strategically use social media such as LinkedIn, Twitter, and Instagram, and digital assets such as personal websites/portfolios and blogs, to build your professional brand.

Social media can first be used as a research tool to follow people and companies, and to 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 LinkedIn articles and posts about industry-specific news can build your online credibility. When employers search for you, they will find an informed individual who demonstrates an interest in the field. You should maintain this online presence, update it, and continue to build it.



## LinkedIn

LinkedIn is a network of professionals who connect according to common interests, which may include industry, geography, specialities, career goals, and more. Your LinkedIn presence conveys the same information as a resume and allows you to tap into your invisible network, which can help you in your job search. You can also join groups on LinkedIn around shared interests. After joining groups, you can post answers to questions or start discussion topics. This can make you more noticeable to recruiters, increase your expertise, and show your interest in a specific area. LinkedIn groups include Columbia Career Connections, Columbia Alumni Association Network, and IvyLife. See pages 81–82 for information about creating a profile and connecting with professionals.



## Twitter

Twitter can provide an ever-expanding circle of contacts that you can use to help you search for a job, share resources, or broaden your network. You can follow people you admire, follow companies, or learn about openings through job-sharing accounts. Additionally, employers looking for social-media savvy candidates often tweet jobs to their followers.



## Instagram

Instagram is a great way to build a visual brand, connect with and follow other professionals, and share upcoming events, releases, or news. If your work is something that produces a tangible product, then it can be a great space to showcase what you have to offer. Even if your work doesn't result in a physical ware, Instagram is a channel where you can build your professional brand by connecting with possible clients and with your industry's community, and sharing your professional ideology. Check out some of the people in your field that you most respect and see how and if Instagram is utilized in your industry or field.

## 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 or classmates to guest blog. Referencing and linking to other bloggers, joining blogging groups, and 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 can use a free blogging platform, such as Wordpress or Blogger, or a more design-oriented platform intended for creative professionals and visual artists, such as Behance or Dribbble, which may have small monthly or yearly fees. Students pursuing a career in computer science often create a portfolio of technical projects on Github. If you're interested in creating a professional website, free website builders such as Wix and Squarespace are great places to start. 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 you will mesh well with a company's culture. Fit can be measured by evaluating your 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 as an evaluation of the candidate, you should also consider it a crucial opportunity for you to evaluate the employer. Though you can gather a great deal of information through secondary research, 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 64 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 learning as much as possible about the position, organization, and industry associated with the opportunity. This 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. Check out our many industry resources, including free access to the Vault Career Library. 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 the 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 the top 12 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, with a friend, or using Big Interview, or meet with a career counselor for a practice interview and get feedback on your interview style, presentation, and body language. Each semester, we partner with Columbia alumni to provide additional mock interview slots. Check out our website 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'll take to the location and how much travel time you'll 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 "Your Professional Image: Put Your Best Foot Forward" tipsheet on our website.
- You can borrow suits and accessories from the Macy's and Bloomingdale's Clothing Closet at CCE for an interview, career fair, or professional networking event. Visit our website for details.
- Print multiple copies of your application materials (resume, cover letter, references, writing sample). Plan to bring a notepad, pen, and folder for 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 62–64?

# 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 they speak 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.
- Don't 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 hand gestures all contribute to the impression you make on the interviewer. The following examples of proper body language and behavior, specific to the US job market, may help you assess your presentation:

<b>POSTURE</b>	<b>Your posture can convey confidence or insecurity. Sit up straight and send a message that you are comfortable and confident.</b>
<b>EYES</b>	<b>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.</b>
<b>HANDS</b>	<b>Avoid fidgeting—it is extremely distracting. Use your hands to express yourself, but do so in moderation.</b>
<b>LANGUAGE</b>	<b>Be clear and direct. Avoid using filler words between phrases or sentences. Do not ramble. Silence is acceptable. When you finish making your point, stop!</b>

## After the Interview

- Send a thank you note within 24 hours of the interview. (See the sample thank you note on page 61.) 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 they remember you and know that you valued the opportunity to interview. Address the note to the correct person using their 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 them 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](mailto: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. You can draw examples from your coursework, projects, internships, volunteer work, and student activities. To structure your answers, try the SARA (Situation, Action, Results, Application) model (see page 67).
- **Technical Interviews:** STEM employers tend to include or focus the entire interview on technical questions. Technical interview questions test your familiarity with subject-specific information and ask you to demonstrate that knowledge live (e.g., using a whiteboard to explain a concept and its applications or writing code in front of the interviewer). The best way to prepare is to conduct research to find out what types of questions you can expect and then review the materials from classes or projects in which you learned the skill set. Ask a friend who has a similar skill set to test you prior to the interview or sign up for our Tech Mock Interview Night. Use company websites, glassdoor.com, and faculty are just a few resources you can use to learn about sample technical questions.
- **Case Interviews:** Case questions ask you to analyze a business problem and are most often used in consulting. They assess your approach to problem-solving, professionalism, and business acumen. Access guides and learn about resources by searching "Case Interviews" on our website. Practice with peers in the Columbia Undergraduate Consulting Club and/or Columbia Graduate Consulting Club or schedule a Case Mock Interview at CCE.
- **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, and/or how you collaborate on a shared problem or task.
- **Brainteasers:** These interviews assess how quickly you can think on your feet and how you might approach complex problems. 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 key.
- **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 about how it may affect organizational procedures. 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 71.
- **Online Skills Assessment:** Gamified online assessments aim to measure a candidate's cognitive behavior traits.

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?
- Tell me about a time you failed.
- 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 each can contribute to the employer. See more about answering this question on page 67.
- **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 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 they will be valuable to the company.
- **What salary do you expect and/or require?** To answer this question, 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](http://salary.com), [glassdoor.com](http://glassdoor.com), and the Educate to Career Salary Calculator. For more information on negotiating, see page 69.

## 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 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:

- Consult resources including Vault career library on our website and at [glassdoor.com](https://www.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 birthplace?
- 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 Monster.com's post on [Interview Questions That You Can and Can't Ask](#) 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 US."
- 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 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 Phone Interview

A phone 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.

### Phone Interview Preparation:

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

### Phone Interview Tips:

- Schedule an appointment for your phone 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 landline rather than a cell phone. If you use a cell phone, make sure you have good reception.
- When you connect with the employer, be sure to make a plan for if 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 Phone 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 phone 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.

### Phone Interview Etiquette:

- At the outset of the interview, try to ascertain the caller’s name and title. You can also look them up on LinkedIn ahead of time if you have their information. 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 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 phone, you should still express your thanks in writing.

## The Virtual Interview (HireVue, Skype, Facetime)

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 candidate's 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

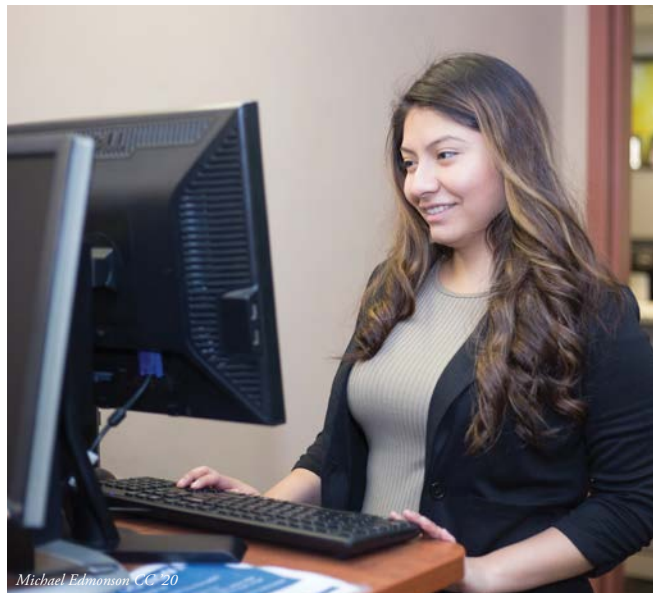
Another form of interview that has become more common for first-round screening is the pre-recorded video interview. This is not a "live interview" where you respond to an employer in real time. Instead, you receive an invitation from the employer and are able to record your responses to interview questions on your own time. Once you are ready to begin, you will follow the instructions in the employer's invitation to access the video of the employer posing an interview question. You then have a short, pre-set amount of time to think about your response before the video begins recording your answer. You go through all questions and the video recording is then submitted to the employer for review.

### Acing the Pre-Recorded Video Interview:

- See the Virtual Interview tips above for equipment and recording best practices. Also be sure to use the Big Interview resource on our website to practice your video interviewing skills.
- 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.



Michael Edmonson CC 20



Michael Edmonson CC 20

## Interview with Confidence Worksheet

There are 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 these 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?

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

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

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Why is this position of interest to you now?

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### 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 63 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 important to give a specific example rather than speak in generalities.

It is also useful to think of the answer to this question as a story with a specific structure that provides enough context, relevant detail, outcomes, and 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? How will they 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, or even personal hobbies. Where possible, try to include quantifiable or specific details. 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. \_\_\_\_\_

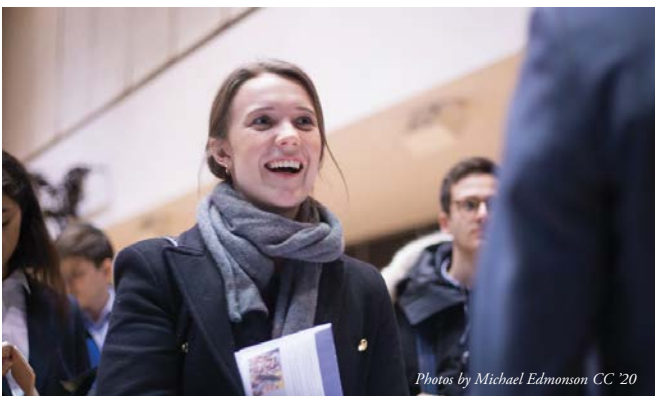
➔ **Specific verbs/phrases you can use to pinpoint your job competencies:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Result(s):** \_\_\_\_\_  
\_\_\_\_\_

**Application:** \_\_\_\_\_  
\_\_\_\_\_

For a **SARA** framework example, visit: [careereducation.columbia.edu/resources/interview-confidence](https://careereducation.columbia.edu/resources/interview-confidence).



*Photos by Michael Edmonson CC '20*



## 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:

- 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 of 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 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.
- Most importantly, 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 29.

# 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 need to 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 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 guidelines on our website 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:

- Collegegrad.com
- Glassdoor.com
- monster.com/salary
- livecareer.com/salary
- Salary.com and Payscale.com
- onetonline.org
- Cost of Living Calculator
- money.cnn.com/calculator/pf/cost-of-living/

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, coworkers, 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

Follow these steps:

- 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 do not need to 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 reneging). You may decline an offer of employment you have not yet accepted. Once you have accepted an offer (either verbally or in writing), however, 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 coworkers about your ethics and conduct.

## 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 do for your specific field (whether in the sciences, humanities, or social sciences). Therefore, it is imperative that you always check with your individual adviser and department for guidance regarding this preparation process. To improve your general interviewing skills, use our interview tipsheets, refer to books and online resources on academic interviewing, and/or meet with a career 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. The academic interview is 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 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 public areas, so maintaining concentration can be a challenge. Try to focus on the questions at hand and engage your interviewers.
- 2. Virtual Interview:** This is an initial screening. For resources on how to navigate these types of interviews, please review CCE’s subscription resource free for students, Big Interview. This platform allows students to practice video interviews and can offer helpful tools to prepare for specific questions and keep time during an interview.
- 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.

## 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 a 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 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 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. 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 (i.e., 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 interview within your department. Ask several faculty members to interview you as if it were a conference interview and then give you feedback.
- Do a practice interview with a career counselor. Use 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 by 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 ideas for how you'll obtain future funding, particularly if you're in the sciences)
  - Syllabi prepared for course(s) specific to the needs of the department and student workload expected from that institution. Be prepared to discuss what texts you would use to teach a given course.
- 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 the process.
- Keep in mind the kinds of equipment/facilities that you'll 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.



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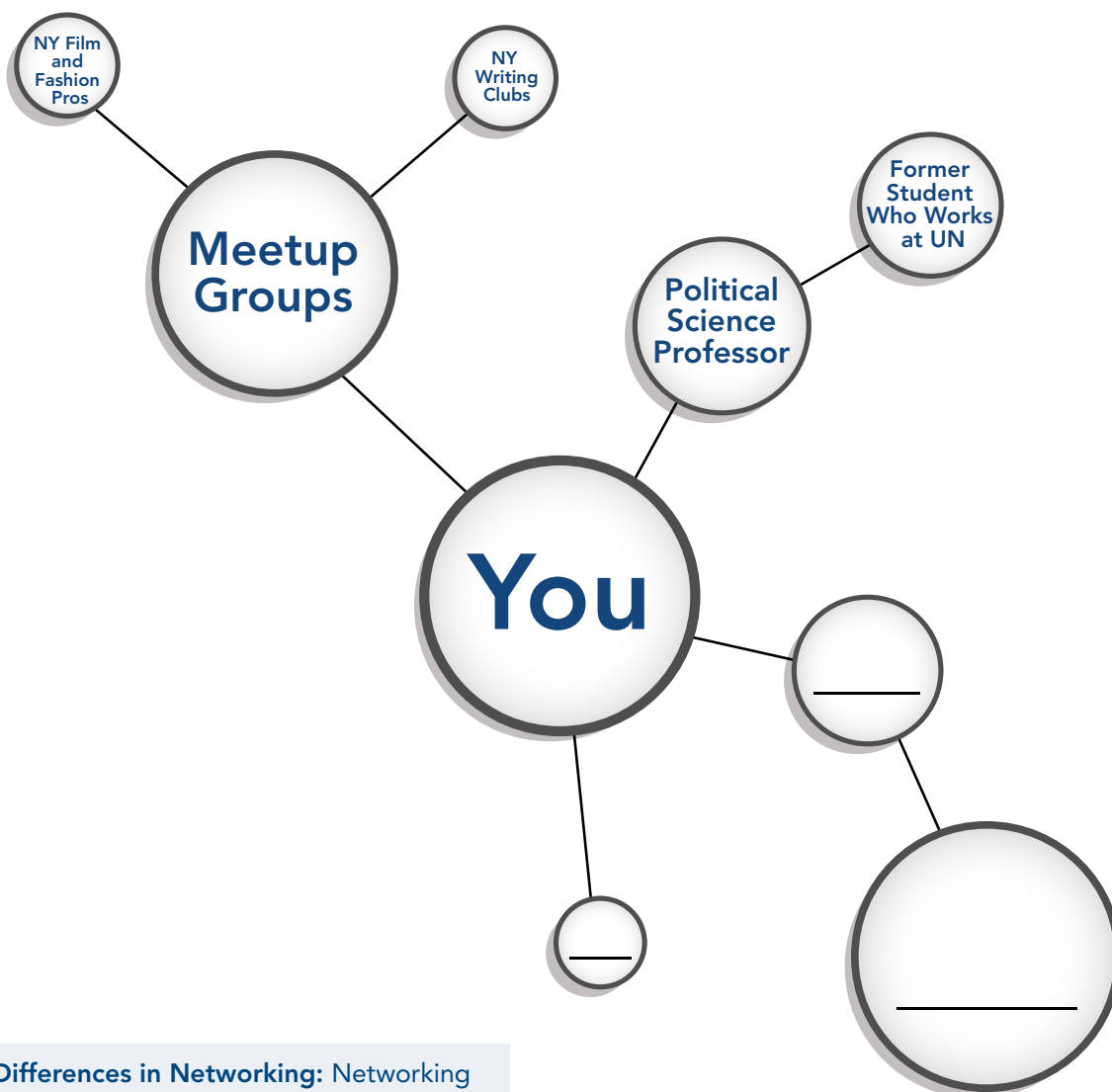
# CONNECT

## What is Networking?

Networking is the process of making connections and building relationships that provide you information, advice, and further contacts, enhancing 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 your connections are and who they might know. Remember: the people who contacts know are often, if not more, helpful than your first-degree connections. If this activity feels difficult, schedule a career counseling appointment to discuss your network and how to grow it. Don't forget that as a Columbia student you now have a brand new network of professors, peers, advisers, and Columbia alumni who 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 vary by country. Refer to the resource GoInGlobal and speak with people 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 use to introduce yourself.

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

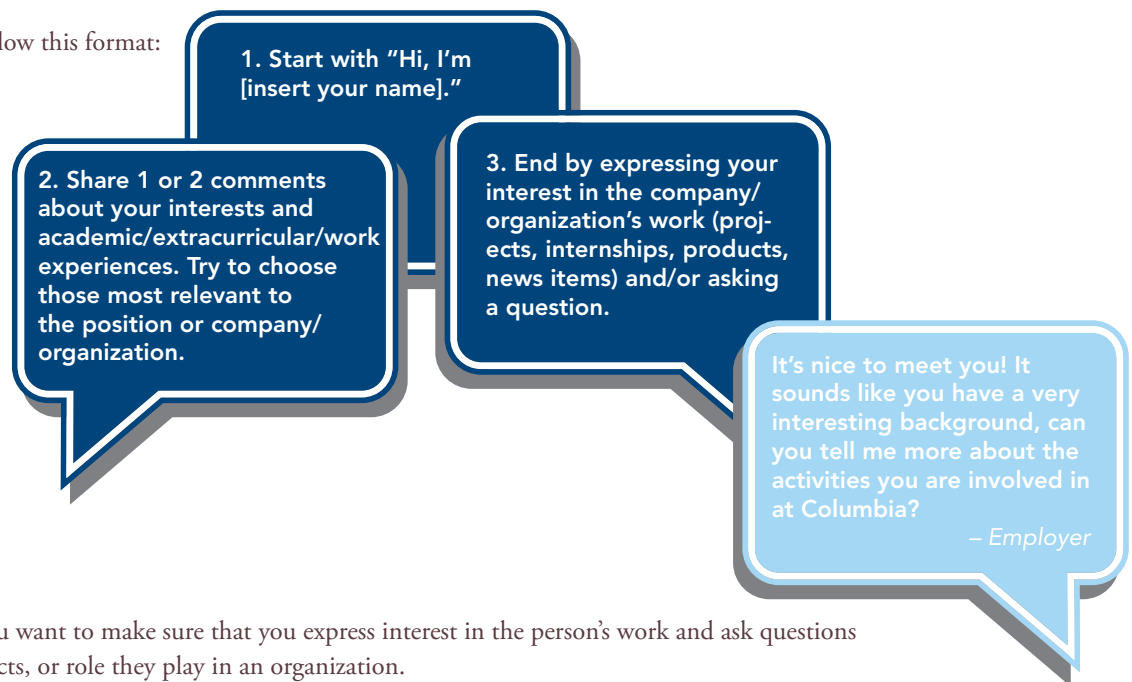
1. I am interested in the following career options/internships/jobs \_\_\_\_\_
2. I am interested in these career options/internships/jobs because \_\_\_\_\_
3. I have related work experience, academic experience, or extracurricular experience from \_\_\_\_\_
4. Some of my skills or strengths for these 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 who will be present before attending the event. 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, smile, 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 you meet, don't forget to ask for a business card. Be sure to send a follow-up thank you email 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 74. Who can you 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 to reach 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 81
- Events: Check out our events page or LionSHARE for details on Industry Showcases, alumni panels, employer information sessions, and career fairs, where alumni often represent their current companies.
- Student groups and academic departments: Many student groups and departments have additional resources for connecting students and alumni. For instance, the Mechanical Engineering department has a database of alumni who are willing to speak with current students for advice.
- Employer information sessions and career fairs, where alumni often represent their current companies.
- CCE-sponsored internship programs: The Navab Fellowship Program, Columbia Experience Overseas (CEO), and the Science, Technology, and Engineering Program (STEP) connect you with an alumni mentor.
- University-wide alumni directory: Available through the Columbia Alumni Association.
- Odyssey Mentoring Program: Columbia College students can connect with College alumni.

### Additional Techniques

You can make contact with individuals you're interested in meeting, but to whom you might not have a direct connection. Do you want to break into TV/documentary production? 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

Thousands of LinkedIn groups bring together professionals in various industries. Search broad areas of interest and find groups on almost every career!

#### MentorNet

MentorNet ([mentornet.org](http://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 discounted student memberships that give you the opportunity to access conferences and networking events, job boards, and the latest industry information. Peruse a list of professional associations (Columbia Chapters) and student clubs at Columbia to find ones you like. Additionally, the American Society of Association Executives (ASAE) offers an online “Gateway to Associations Directory,” which takes you directly to many of the associations operating nationally and internationally.

### *Meetup* Meetup.com

Meetup.com is the world’s largest network of local groups. The site makes it easy for anyone to organize a local group or find one of the thousands already meeting up face-to-face. More than 9,000 groups get together in local communities each day, each 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, [newyorkcares.org](http://newyorkcares.org), [nycservice.org](http://nycservice.org), or [idealist.org](http://idealist.org) can help 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 those 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. 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 the 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 hassle 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 exploring careers and searching for opportunities.

## Sample Request for an Informational Interview

See the sample note on page 80. Your initial outreach should be brief and contain the following information:

- How you found them (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

- Learn 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.
- Learn 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 the 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 they 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 61 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. 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:** Visit us to 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 recommendations for other people I should speak with in the field to learn more? May I use your name when reaching out to them?

## 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. These recommendations can help you deal with unexpected obstacles and situations 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're not requesting a large time commitment, just 20 minutes. If you do your research and respect the time of your contacts, you'll 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're benefiting from the information, let them continue. If the information is not helpful, refocus the interview (after letting the person finish their point) by stating that you don't want to take too much of their 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.

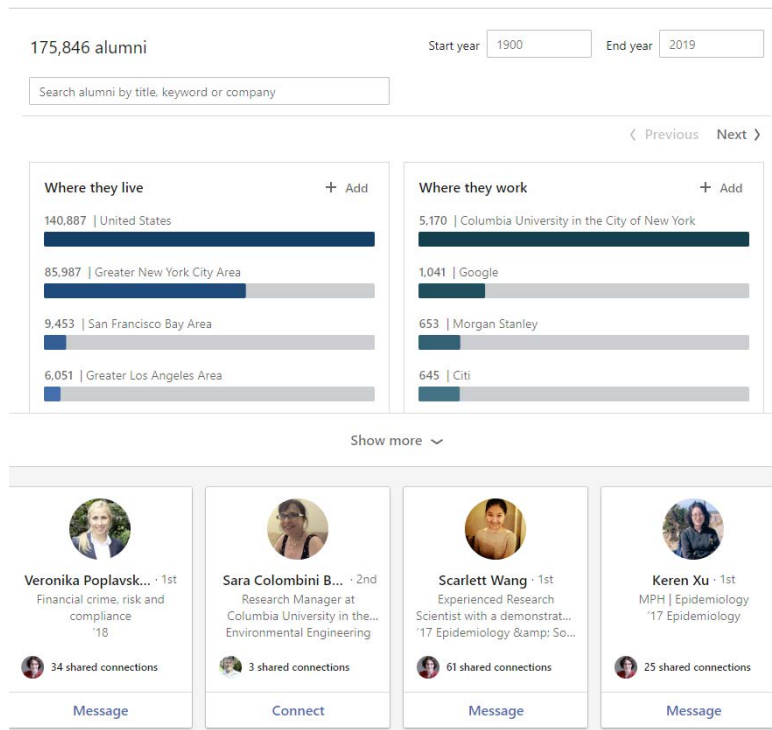
**Networking cannot replace research:** Research industries, organizations, and positions before and after your networking meetings. This way, your meetings and follow-up communication will be more productive.

LinkedIn is a tool for building and engaging with a professional network, researching career fields and companies, and finding opportunities. First, use the tipsheet and sample on the following pages to develop your profile. Check out LinkedIn resources or webinars on our website or set up a career counseling appointment to have your profile reviewed.

## Research

Explore the Columbia alumni information on LinkedIn by typing “Columbia University in the City of New York” in the search bar at the top. Click the “Alumni” button. You can do this for any school, whether you went there or not. Did you know there are over 175,000 Columbia students and alumni on LinkedIn?

- Use this tab to do research on where Columbia alumni live and work.
- Request informational interviews. See page 80 for an example of how you can reach out to someone.
- 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.



175,846 alumni





Start year: 1900 End year: 2019

Search alumni by title, keyword or company

< Previous Next >

Where they live	Where they work
140,887   United States	5,170   Columbia University in the City of New York
85,987   Greater New York City Area	1,041   Google
9,453   San Francisco Bay Area	653   Morgan Stanley
6,051   Greater Los Angeles Area	645   Citi

Show more

 <b>Veronika Poplavsk...</b> · 1st Financial crime, risk and compliance '18 34 shared connections Message	 <b>Sara Colombini B...</b> · 2nd Research Manager at Columbia University in the... Environmental Engineering 3 shared connections Connect	 <b>Scarlett Wang</b> · 1st Experienced Research Scientist with a demonstrat... '17 Epidemiology & So... 61 shared connections Message	 <b>Keren Xu</b> · 1st MPH   Epidemiology '17 Epidemiology 25 shared connections Message
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## 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 someone, they will appear at the top of your list.
- 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  
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

- Ninety-six percent of recruiters use social media in the recruiting process (according to a 2015 Jobvite survey)
- 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 person 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 keywords 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 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 “Tetsuko Taguchi 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 reach you (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 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 (volunteer experiences can instead also be listed in a separate “Volunteer Experience” 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 23 for a list of strong verbs to get you started
- You can 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
- You can receive recommendations from professors, which can 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 and 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

- It's 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 cover different aspects of your skills and qualifications
- If you've worked with the person previously, you can recommend them and then ask for a recommendation in return

## Groups and Associations

- Join 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, including 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 (i.e., email and phone number) and to specify how you want to be contacted

## Additional Sections

You can reorder the sections on your profile and 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 & Awards
- Languages
- Projects
- Organizations
- Patents
- Publications
- Certifications
- Volunteer Experience

## 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 by clicking the “Me” icon and then View profile; hold your cursor over the star to see which steps you've completed. To increase your profile strength, update your profile regularly and include the following:

- 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 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

**1st**

**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](mailto: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 1-1/2 years.
- Facilitated several big shoots both on location and in studio on the same day that saved networks up to 50%.
- Completed all projects under stringent budgets and timelines (i.e., Gossip Girl, Nip/Tuck, Rescue Me, Dirt, The Riches, and Damages that ranged from \$175K to \$1.1M).



#### Volunteer Experience & Causes

#### Children Mentor

UNICEF

December 2006 – January 2007 (2 months) | Children

Dance instruction and mentoring of underprivileged children.



# Sample LinkedIn Profile (Continued)

### Causes Rogerio cares about:

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



**Gerald Tang** 1st  
 Experienced Career Coach | Social Me...

# EXPERIENCE

Gaining experience is one of the most essential parts of the career exploration journey. There are many on- and off-campus opportunities to gain experience such as internships, jobs, volunteer work, research positions, and extracurricular involvement through student clubs, residential life, athletics, or professional associations. These opportunities are available throughout the fall, spring, and summer.

In order to gain resume-building experience, it is important first to understand how to find opportunities. Employers seek candidates through multiple means, including:

- referrals
- networking (in-personal, via phone, and online)
- LionSHARE
- career fairs, career-center visits, and coffee chats
- student club or alumni connections
- on-campus department events
- social media (LinkedIn, Twitter, etc.)
- job websites

Some employers only post opportunities on their career websites and prefer candidates to seek them out. If you are unable to find an opportunity, it is worth reaching out to potential employers with general resume submissions. You can let potential employers know what you are looking for and what experiences and skills you bring to the organization. Also, networking can be key to uncovering new or 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 our career counselors recommend are...**



## Safety in the Job/Internship Search

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 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 their due diligence before interviewing with or accepting an offer from any company posting a job listing on LionSHARE.

## Warning Signs

As you conduct your job/internship search, it is important to be aware of potentially fraudulent job postings or opportunities, regardless of where you found them. If you answer “yes” to any of these questions throughout the application and hiring process, 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.
- **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, a personal email address 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 or via direct message such as text or through LionSHARE, there may be cause for concern.
- **Does the position require you to transfer or wire funds between accounts or cash a check using your personal account?** If an employer asks you to transfer or wire funds to anyone or cash a check against your personal bank account, do not participate in any transactions and stop communicating with the company immediately.
- **Does the company/hiring manager ask for your personal information (social security number, bank accounts, etc.) before you have received any offer paperwork from them?** Employers only need access to this information once you’ve 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, do not send any information and stop communication immediately.

If any of the warning signs come up as a result of your application to a position in LionSHARE, please notify us immediately so we can investigate. (We can be reached at [cce@columbia.edu](mailto:cce@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:

- **Columbia University Public Safety** is available to assist Columbia University students, faculty and staff 24/7. Please contact Public Safety’s emergency line (212-854-5555) if you feel you are in immediate danger. Otherwise, use Public Safety’s non-emergency line (212-854-2797) 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.
- **US Department of Justice** accepts reports of job scam incidents that have occurred over the internet.

**Trust Your Instincts:** If anything about an interaction with an employer or company feels suspicious or wrong, end the communication immediately. You should also be sure to report fraudulent activity to CCE immediately, so that the posting can be removed and other students won’t be negatively impacted.



## 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 CCE review Columbia's Policies and Procedures on Discrimination and Harassment.

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. We may act to sever the relationship between the Center Career Education and/or Columbia University and the outside party or organization.

## Unpaid Internships

All employers should abide by the standards established by the Fair Labor Standards Act (FLSA) and accompanying regulations. Make yourself aware of the FLSA and the criteria for unpaid internships as outlined by the US Department of Labor.

Additionally, for interns working in the State of New York, employers should abide by the Wage Requirements for Interns in For-Profit Businesses set forth by the New York State Minimum Wage Act and Wage Orders.

Consult CCE with any questions or concerns regarding possible unpaid internships.

### Academic Credit as a Component of Unpaid Internships

An employer may request that students receive academic credit for their internship. The decision to award academic credit is made between students and their school or academic department. Academic credit should not replace compensation for work performed during an internship.

## LionSHARE as a Career Resource

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

Log in on our homepage or directly through [columbia.joinhandshake.com/login](https://columbia.joinhandshake.com/login).



# Using LionSHARE

## 1. Set up and update your LionSHARE profile.

- Employers post opportunities in LionSHARE with specific candidate criteria in mind (GPA, major, class year, etc.). Keep your profile up-to-date to ensure that you will have access to all of the positions you qualify for.
- The platform will show you job and internship postings, events, and resources based on your selected interests and user history.
  - We encourage you to verify that your profile 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. Schedule appointments with a career counselor.

- Current students and alumni can schedule one-on-one 30-minute appointments with a career counselor or current students can drop by for a 10-minute session from Monday–Friday, 1:00–4:00 p.m. during the academic year for Quick Questions.

## 3. Register to attend events.

- Use the “Events” tab to explore the current or upcoming available events that you can register for and attend:
  - CCE programming (workshops, mock interview nights, and more)
  - employer events (info sessions, coffee chats, etc.)
  - career events (large-scale career fairs and industry showcases)
- Learn more about employers who are scheduled to attend career events through the employer list on the event page.

## 4. Research employers.

- Use the “Employers” tab under the “Jobs” heading to research employers.
- Click on an employer to learn about their mission, website, location, past or current job postings, and whether they have any current staff listed to contact; star employers to make a list of your Favorites.

## 5. Conduct a job/internship search.

- Use the “Jobs” tab to explore opportunities. Input keywords and select from features such as industry and employer size.
- Be as broad as possible in your criteria selection so that you’re sure to maximize the opportunities you can view.
- When participating in on-campus interviews (OCI), refer to our OCI Policies for Students and our OCI webinar.

# LionSHARE Policies

- Access LionSHARE using your own account and are not permitted to allow anyone else access to that account.
- Thoroughly research companies you’re interested in and should not indiscriminately send out resumes to all companies.
- Accurately represent yourself and your personal, academic, and professional information contained in LionSHARE.
- Carefully consider any and all offers. Once a final decision is made and an offer is accepted you should not withdraw acceptance of that offer. If you find yourself in a difficult situation as a result of an accepted offer, you should immediately contact us by phone.

**Failure to follow these policies could result in disciplinary action including suspension from LionSHARE.**

**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 their own due diligence before interviewing with or accepting an offer from any company posting a job listing on this site.

# CCE Internship Programs

We've created tailored opportunities for students to explore career interests and develop professional skills. Program benefits include alumni mentorship, networking opportunities, and professional development workshops. Explore the programs listed below and meet with a career counselor to discuss program eligibility and how to build a competitive application.

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



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



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



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



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



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

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



**Columbia Experience Overseas (CEO)**  
Internships across a wide variety of industries in select global locations



**Navab Fellowship Program**  
Internships sourced through the Columbia College alumni network with fellowship awards provided to students in legal unpaid and low-paid opportunities, as well as participants on financial aid



**Science, Technology, Engineering Program (STEP)**  
Connects students with an alumni mentor within the STEM industry

# 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 paid 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 their email on the department web page or in the Columbia directory. For detailed information, review our webpage on Finding an Undergraduate Research Position. 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.

Examples of research programs, fellowships, and other resources include:

- Summer Undergraduate Research Fellowship: [columbia.edu/cu/biology/ug/surf](http://columbia.edu/cu/biology/ug/surf)
- Undergraduate Research Involvement Program: [studentresearch.engineering.columbia.edu](http://studentresearch.engineering.columbia.edu)
- Resources for finding research on campus: [college.columbia.edu/academics/campusresearch](http://college.columbia.edu/academics/campusresearch)
- National Science Foundation: Research Experiences for Undergraduates (REUs): [nsf.gov/crssprgm/reu/reu\\_search.jsp](http://nsf.gov/crssprgm/reu/reu_search.jsp)



**East Campus, Lower Level  
116<sup>th</sup> between Amsterdam and Morningside  
(Enter through Wien Courtyard)**

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

COLUMBIA UNIVERSITY CENTER FOR  
**Career Education**