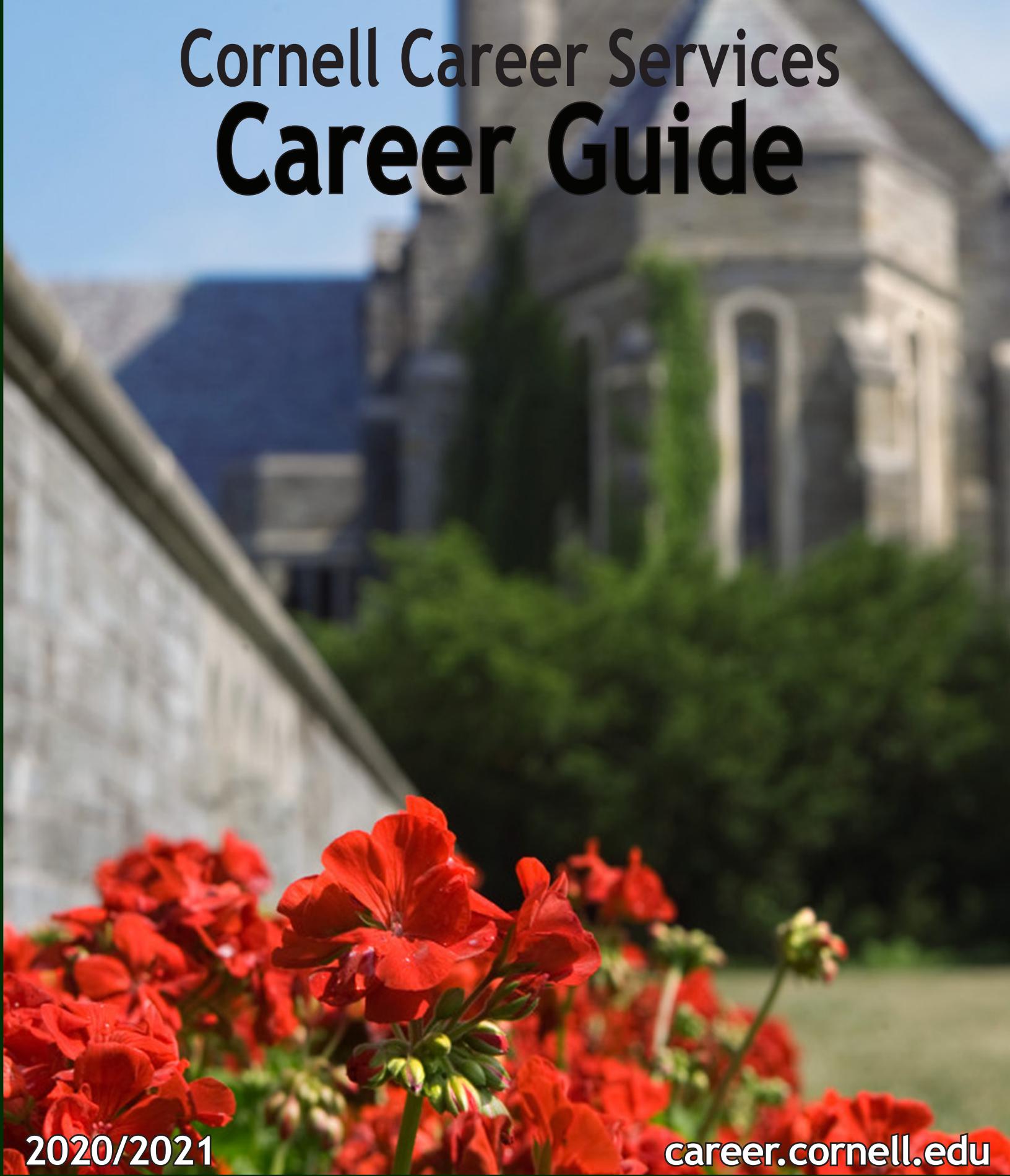
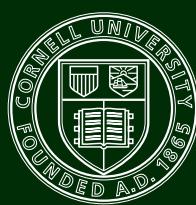


Cornell Career Services Career Guide



2020/2021

career.cornell.edu



Cornell University

Directory of Career Offices

Services tailored to curricular and career interests in the colleges

Agriculture and Life Sciences

Career Development *

140 Roberts Hall, 255-2257

Architecture, Art, and Planning

AAP Connect *

B1 W. Sibley Hall, 255-3583

Arts and Sciences Career

Development

172 Goldwin Smith Hall, 255-4166

Engineering Career Center *

201 Carpenter Hall, 255-5006

Graduate School Career Advising

Directory of services by field available at
[career.cornell.edu/audiences/students/
graduatesupport/advising](http://career.cornell.edu/audiences/students/graduatesupport/advising)

**Human Ecology Student and Career
Development**

Academic Surge A

222 Tower Road, 255-2532

ILR Career Services *

201 Ives Hall, 255-7816

SC Johnson College of Business

Undergraduate and Master's

Programs Career Management *

B38 Warren Hall (Dyson), 255-7323

180 Statler Hall (Hotel), 255-6376

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Cornell Career Services

career.cornell.edu

University-wide services

Cornell Career Services

103/200 Barnes Hall, 255-5296

Career Exploration

Interest assessments

CUeLINKS

Job shadowing/Alumni Connections

Program

Internships

Employer Services

On-line job postings

On-campus interviews

Employer relations

Specialized Advising

Fellowships

Gap or bridge year

Graduate and international students

Graduate school applications

Health careers

International careers

Legal careers

Nonprofit and public sector

Professional readiness

Specialized Services

Health careers credentials (HCEC)

Practice interviews

National Exams

LSAT, GRE Subject Tests, others

Same-Day Appointments

Where to start

Resume reviews

General career advising

Job-search strategy

Job-offer evaluation



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Your Career Starts Here

Welcome

When you think about “career services,” you may think first about resumes, career fairs, and jobs after graduation. Sure, we help with those things, but **Cornell Career Services** (CCS) is really about supporting you in an **ongoing process** that helps you discover what’s possible for your life after Cornell.

Our staff members are eager to work with you throughout your time at Cornell. We’ll help you **discover** your **skills and interests**; identify related career options to pursue; **gain confidence** to present your unique qualities in resumes, cover letters, interviews, personal statements, etc.; and **create a plan** to work toward your desired career path.

Get Started

Some great places to start are this *Career Guide* and the *Career Development Toolkit* in Canvas. We also offer individual advising sessions, workshops, panels, web resources, handouts, alumni connections programs, job-search services, career fairs, and more.

You have access to **career advisors** in your college or school, as well as in Barnes Hall. Don’t let our multiple locations confuse you about where you “should” start. Start anywhere, and we’ll refer you to the right individual or resource. We will help you see the **connections** between your academics, extracurricular activities, and work experiences (on and off campus), so you’ll be “career ready” when you graduate.

Are You Ready?

We want to work with you, even before you feel like you know the “right” questions to ask about your career development. Sometimes you might think that other students are more certain of their career goals than you are, but you should realize that most Cornell students are confused at times about what they want to do after they graduate. It is completely normal to change

your mind while you’re in school—and even after you graduate—about your career direction.

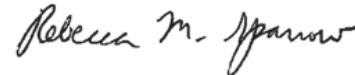
Register with Cornell **Handshake**, a web-based network of career information at career.cornell.edu. As you refine your sense of direction, keep your **Profile** up to date, so we can send you targeted messages about events and opportunities that interest you. You can review job postings and apply for positions, get information about career-related events on campus, find information on career paths, and manage on-campus recruiting if you choose that approach to a job search.

Cornell students are highly attractive to employers and graduate/professional schools, and we want to help you prepare to launch and then manage your career successfully. We offer many resources to support you in creating your career plan.

Take the **CliftonStrengths** or other assessments to learn more about yourself. Connect with alumni through **CUeLINKS**. Use OptimalResume™ to build several versions of your resume focused on your different goals. Develop your interviewing skills with the Interviews tool in OptimalResume™. Explore Glassdoor® to prepare for interviews and learn about employers, and use Buzzfile to learn about career options related to your major. And, if you’re a graduate student, use The Versatile PhD™ to explore career options. And these are just some examples.

Whatever path you choose, know that CCS staff members are committed to helping you with your own discovery journey and successful career launch!

Best wishes,



Rebecca M. Sparrow
Executive Director, Cornell Career Services

NEW Career Development Toolkit in Canvas

Career Readiness
Networking
Letters
Virtual Career Events
International
Resources

Exploration
Resumes
Job Search
Interviews
Pre-Law
... more on the way

Additional Canvas Courses

HCA-APP

OCR Tutorial



DEVELOP YOUR FOCUS

Career Development Checklist

Developing a plan and managing a career involve a three-stage process, repeated as often as necessary over time:

Understand Yourself—identify your interests, values, and strengths to clarify your goals

Explore Options—conduct research, develop a network, and engage in activities and internships

Take Action—prepare resumes, letters, and applications; interview for specific opportunities

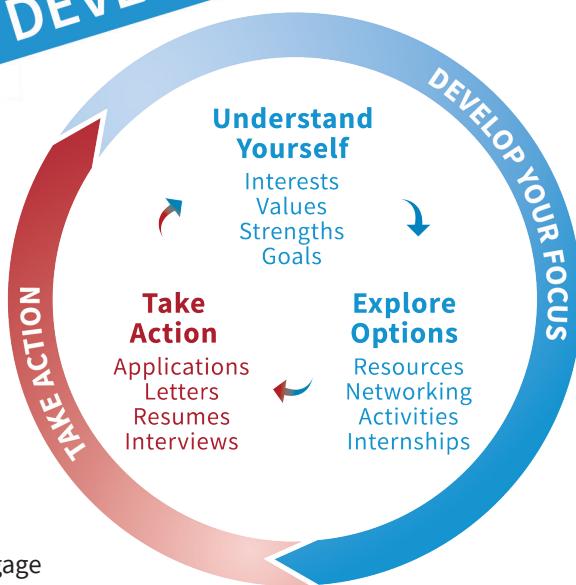
You **develop a focus** for your career path through the first two stages, and then take specific steps towards that career. Use the checklist here to track your progress. If you change your mind along the way, just return to an earlier phase and begin again.

Understand Yourself

- Explore and bookmark the Cornell Career Services website (career.cornell.edu).
- Complete the career-planning Worksheet on page 5 to identify interests, values, and strengths, and discuss it with a career advisor.
- Choose an undergraduate major or graduate field of study and be able to explain why you selected it.
- Name three skills you want to develop further or—better yet—complete the CliftonStrengths assessment. Stop by 103 Barnes Hall for information.

Explore Options

- Complete your Profile in Cornell Handshake.
- Get involved in campus and/or community activities to develop skills and interests.
- Prepare a basic resume and ask for feedback from a career advisor (see pages 23-45).
- Find an academic-year or summer job that will help you decide on a career focus.
- Identify three career fields that interest you.
- Use CUELINKS to find and connect with people whose jobs seem interesting.



- Research career fields and employers in a particular geographic area. Check out the many resources at career.cornell.edu that can help with this.
- Develop a general idea of the type and size of employer you'd like to work for.
- Attend alumni panels and career conversations.
- Research professional associations and publications in your prospective career field(s).
- Learn whether additional education is required for the field(s) you're considering.

Take Action

- Update your Profile in Handshake. Complete the online tutorial to use On-Campus Recruiting.
- Develop a network of people familiar with a career field that interests you.
- Discuss your job-search strategy with a career advisor.
- Attend employer information sessions and career fairs.
- Target a resume to each goal (job description, graduate school, etc.). Use OptimalResume™.
- Write a cover letter to submit with your resume and have it reviewed (see pages 48-60).
- Learn about potential employers: structure, services, products, and recent performance.
- Become familiar with different types of job interviews and prepare for interviews (see pages 61-71). Use the Interviews tool in OptimalResume™ to practice.
- Understand application procedures for graduate programs and how to get help with them.
- Speak with at least two Cornell faculty members about writing letters of recommendation.
- Establish a credentials file with Interfolio, Inc. (interfolio.com).



Goals and Skills Clarification

It's important to understand your interests and strengths before looking for opportunities—a job, internship, graduate/professional school acceptance, fellowship, or volunteer opportunity. You can expect to be among a strong pool of candidates, just like when you applied to Cornell. With a good understanding of your focus and qualifications, you can convince an employer or graduate school that **you** are the right candidate.

Here's an Example:

Student "Julia Gordon" met with a career advisor several times to determine her work values and interests, and the kinds of jobs that might suit her, given her skills and qualities (see below and on page 26). She conducted several information interviews and decided that marketing might be a good fit. She sought a marketing-related position for the summer after her junior year to get some experience and test her interest.

Julia researched the skills important for retail marketing and learned that employers are looking for bright, creative candidates with retail experience who can conduct market research and present the findings to groups. She then made a list of her relevant strengths, backing up each one with facts and accomplishments. Her list looked something like this:

Focus/Goal

A summer job in marketing, preferably in a retail environment in New York City.

Related Strengths and Evidence of Them

1. Experience in marketing and sales: Worked in retail sales during the spring semester. Designed a successful market survey for the store as part of a complete store marketing plan.

- 2. Academic preparation:** Completing a bachelor's degree at Cornell with elective courses in marketing and business management, with As in two marketing courses. Strong cumulative and major GPAs.
- 3. Creativity:** Completed courses in advertising and textile surface design. Developed marketing materials for Cornell Design League's "Design Days" program.
- 4. Oral communication skills:** Served as a teaching assistant for public speaking course at Cornell. Gave presentations to large and small groups as Vice President of Human Ecology College Ambassadors.
- 5. Competence in handling market data:** Conducted projects involving market surveys and data analysis in statistics and survey research courses.
- 6. Hard-working and self-starting:** Financed 60% of education through scholarships and part-time work. Completed independent work projects. Earned praise for initiative from three different employers.

Julia focused on evaluating how closely she matched the needs of potential employers. Because she clarified her goals, she was able to:

- Develop a strong resume (see page 38) and incorporate her experience in marketing.
- Prepare effectively for interviews.
- Land a summer position with **New York & Company**.
- Receive an offer for a position in the company's management-trainee program following graduation.

Try this exercise for yourself. Identifying your interests, values, and strengths can help you pick a major or career field. Resources on page 6 will help you. And remember, it's fine to have more than one focus, so long as you can describe each one clearly and convey your relevant strengths.

Career Readiness Competencies



Critical Thinking and Problem-Solving Abilities



Teamwork and Collaboration



Global and Intercultural Fluency



Communication Skills



Leadership



Career Management



Professionalism and Work Ethic



Digital Technology

Adapted from the NACE Career Readiness Competencies: www.naceweb.org

Worksheet: Interests, Values, and Strengths

Identifying My Personal Interests

Five activities I enjoy are:

Three activities I do not enjoy are:

If I had no schedule or financial limitations, this is how I'd like to spend...

... a day: _____

... a week: _____

... a year: _____

I prefer to... investigate problems
 work with my hands

help others
 be creative

organize information
 persuade others

Assessing My Work Values

Rank Value

- ____ Achievement
- ____ Contribution to society
- ____ Creativity
- ____ Helping others
- ____ Financial reward
- ____ Independence
- ____ Intellectual challenge
- ____ Job security

Rank Value

- ____ Leisure time
- ____ Congenial co-workers (Relationships)
- ____ Routine responsibilities
- ____ Status/prestige
- ____ Teamwork
- ____ Variety
- ____ Working Condition
- ____ Other: _____

Naming My Strengths

List:

Past Experience

Tasks/Responsibilities

Strengths Used and
Competencies Developed

My prioritized strengths:

Strengths Listed Above

Ways Demonstrated

Priority

Career Resources



As you can see from the example of Julia Gordon on page 4, finding your career focus takes time and attention. Julia used a variety of resources over two years to explore options that led to her career path in marketing. While a number of students don't start as early as she did and are still exploring in their final year, there are many advantages to determining your preferences much earlier. The following resources are available to you.

CCS Staff Members

Career coaches and advisors can help you assess your interests and narrow your options to one or more career fields that might be right for you. Specialty advisors can help once you have settled on a particular field, such as health, finance, or teaching.

Libraries

The Career Library in 103 Barnes Hall has useful resources. You can visit, or search its holdings through the Resource Library of the CCS website (career.cornell.edu). You'll also find many researched and catalogued websites in that Resource Library. The Media Library on the website contains recordings of most of our workshops and presentations.

Several of the college career offices have materials that concentrate on career information pertaining to the academic offerings of those colleges. You can find career-related resources also in several of the libraries in the Cornell Library System, for instance Mann, Catherwood, and Management.

Special CCS Services

One of the first services to use is Cornell **Handshake**, a career information system accessible from career.cornell.edu. Sign in and complete a Profile to create a key communication link to Cornell Career Services. You can opt to receive e-mails targeted to your career interest area(s).

Be sure to enroll in the **NEW Career Development Toolkit** in Canvas.

OptimalResume™ can help you develop your resumes and cover letters, and practice interviewing. **CUeLINKS** is a tool that facilitates connecting with alumni and other friends of Cornell for help with all sorts of topics. Other CCS resources can also help you develop your focus. There are shadowing programs with alumni, career fairs, resume reviews, practice interviews, guest speakers, workshops and talks, special internship and other events, and more. Pick up a copy of the *Workshops and Events* brochure, or refer to the online calendar on the CCS website.

After using some of these resources, you'll be ready to make contact with people in the field(s) you have identified. The next section, **Career Networking**, describes this process.

It's Never Too Early or Too Late to Start

- It often takes several semesters/summers to identify what you really want. Trial and error can sometimes help you determine what you **don't want**, as well as what you do want.
- Early exploration can help you make better academic choices, whether that means choosing elective courses; selecting a major or thesis topic; or even changing majors, graduate fields, or colleges.
- The sooner you get experience that builds your qualities and skills, the more competitive you will be.
- A job-finding method reported often by graduating Cornell seniors is **personal contact and referral**. The more contacts you make in a field that interests you, the better.
- You may enjoy your college experience more if you develop a career goal that excites you. You may find that you do better in your studies, too.
- If you feel like you're running out of time, come in for individual assistance.



Career Networking

Networking will probably be the single most effective method of advancing your career throughout your work life, because it plays a role in the majority of hiring decisions. Job candidates often learn of openings through personal or professional referrals. And employers prefer to hire candidates whom they've met, or who are referred by a trusted source.

Even for Cornell bachelor's degree graduates seeking a first position, personal contact is extremely important. Nearly 25% of job seekers responding to the Class of 2018 postgraduate activities survey reported finding their jobs through some kind of networking.

What Is Networking?

- Networking is talking with people who will learn about you and your interests, and then help you gain insight into your career options and goals.
- It is a **two-way** process that involves **developing** and **maintaining** connections with individuals, and mutually benefitting from the relationships when seeking leads or internships.
- Networking requires ongoing time and effort; don't work on it only when you are looking for a job.
- The keys to successful networking are preparation and practice.

Create a Contact List

Most people are happy to share their time. Networking is not an imposition, but an interaction that can mutually benefit participants. Family members, friends, faculty, staff, and alumni are all contacts and potential sources of additional contacts. Find new contacts through the following resources:

- **CUELINKS** (Learning, Informing, Networking = Knowledge Sharing)—create a profile and join the Cornell Network to ask your questions and explore your academic, career, and personal goals.
- **LinkedIn**—create a professional profile and begin to make connections and join groups of interest to you. See the tips on building an effective LinkedIn profile on pages 10 and 11.
- **On-campus events**—meet people at career fairs, alumni panels and talks, employer information sessions, and class presentations.

- **Affiliations**—identify contacts through professional and community-based organizations, fraternities and sororities, and other memberships.
- **Research**—Use LexisNexis, ResearchGate, industry/trade publications, employer websites, alumni magazines, and library resources to identify potential contacts.
- **Job-shadowing (extern) programs, internships, and summer jobs**—conduct information interviews while you're in the workplace and obtain referrals from your supervisors and co-workers.

Seek Opportunities to Meet People

Don't discount informal networking opportunities that occur each day. Initiate conversations with others in the elevator, waiting in line, or seated near you at meals or in class. These casual chats can lead to meetings, to acquaintances, to friends, to contacts.

Here are some tips to make networking easier, and you can find more on our website:

- Volunteer at large events (career fairs, alumni receptions, etc.) to meet others with similar interests, while also developing teamwork skills.
- Arrive early for events to feel comfortable in the setting; you'll be able to build your confidence by speaking with people attending and already being part of a group when the event begins.
- Attend CCS events that facilitate connections with staff, alumni, and fellow students.



Career counseling can help you clarify your career direction and identify possible career fields. Make an appointment to see one of our career counselors today!

Develop Your Goals

Before you make your first contact, think about why you are reaching out and what you want to learn. Are you looking for advice to refine your career path? Are you seeking information on a specific company for an internship search? Do you simply want to connect with Cornellians who share your interests? Identify and assess your skills, interests, and abilities (use the Worksheet on page 5). Then, prepare a concise introduction that can open the discussion, followed by carefully considered networking goals to communicate clearly who you are and what you hope to learn.

What About Information Interviewing?

Information interviewing is a specific networking tool for learning firsthand about a career path, employer, industry, or other interest area. It is an intentional process of conducting exploratory conversations with those in your network for career advice and introductions to others who can help you define your goals.

How Do I Ask Someone for an Information Interview?

Use **CUELINKS**, which makes it easy to find a contact and arrange a conversation. If you're connecting with someone who is not in **CUELINKS**, prepare a brief script introducing yourself and explaining how you got the person's name and why you are calling or writing. Here is a sample phone introduction:

"Hello, Mr. Smith. My name is Patricia Jones, and I am a classmate of your son Mike, who suggested I contact you. I am considering public relations as a career, and I'm trying to learn more about the field and the types of opportunities that may be available. Mike told me that you work for the public relations firm Ezra and White and have considerable PR experience. Would you have 20-30 minutes to meet with me at your convenience?"

Caution: Be prepared to ask your questions when you call, as your contact may want to talk then.

When writing, offer the same explanations and suggest that you will call to arrange a meeting (see the sample e-mail on page 57).

- Schedule an appointment. This elevates your conversation to a business-level priority and helps eliminate interruptions.
- Research your contact, the organization, and the field in advance. Prepare questions that demonstrate you have done your homework.
- Plan an agenda for a 30-minute discussion.
- **Send a resume in advance only if requested**, but be prepared to provide a copy at the meeting.

Impressions Count

- Establish goals for the discussion and prepare thoroughly; make a good first impression.
- **Protect your online image.** Status updates, photos, and blogs should represent the professionalism you want potential employers and contacts to see.
- Try to cultivate a strong relationship that will move from "getting-to-know-you" to "let's-make-something-happen." See "Networking" module in the *Career Development Toolkit* on Canvas.

What Questions Should I Ask?

Here are basic questions we recommend for **all** networking encounters:

- What do you do? How did you get there? How does your position contribute to your organization?
- What general advice do you have, based on what I've told you about my experience and goals?
- Is there anyone else you'd recommend that I contact?

There are resources online and on the next page to help you develop a full set of questions. Your questions should lead to a good understanding of your contact's career and help you expand your network. Reach out to your new contacts as soon as possible; use the power of those "second-degree connections."

After an Information Interview or Networking Event

Networking is an ongoing process, so plan to keep in touch with established contacts and reach out continually to new ones.

- Prepare a brief thank-you letter (see pages 59 and 60) soon after your meeting, mentioning several points covered during the discussion.
- Make sure you follow through with any commitments you make.

Transition from Networking to Active Job Searching

This is when your time and effort in building and maintaining contacts will pay off. Once you have a network, you can use it for leads or referrals to potential contacts in the field or a specific organization.

- Reconnect with your network to let them know you are searching.
- Describe your goals and the types of positions or organizations you're seeking.
- Ask if they will refer your resume when they hear of opportunities that might interest you.

Information Interview Questions

Before your information interview, develop a list of questions based on the outcomes you hope to achieve. During the interview, create a friendly rapport and ask questions about the person's career or position before asking for advice concerning your own career.

You may want to ask some of the questions below. You will probably have more specific questions as well.

Career Field

- How did you decide to enter this field?
- How has the field changed since you entered it?
- What do you like most about your work? Least?
- What education or training is necessary for this type of work?
- Do you have an advanced degree? Is one required in this field?
- What challenges did you face in transitioning from school into the work force?
- What are the greatest challenges you face in your job/organization?
- Are internships, volunteering, or any other experiences necessary for getting a job in this field?
- What are the entry-level opportunities in this field? How can I learn about openings?
- What do you consider to be the growth areas in the field?
- What are some related careers I might consider?

Organization

- What is the typical career path in your line of work in this organization?
- What formal or on-the-job training does your organization provide?
- Considering my skills, interests, and academic background, where might you see me fitting into this organization or a similar one?

Lifestyle and Work Environment

- Generally, what is the work environment like here?
- How many hours do people work in a typical week?
- What job obligations do you have to meet outside regular work hours?
- How much flexibility do you have in terms of dress, hours of work, and vacation schedule?

General

- If you were back in school, would you do anything differently in terms of coursework, activities, or summer experiences?
- If you were just graduating and looking for this kind of work, how would you start your job search?
- Can you suggest others whom I could speak with about this field? May I use your name when I contact them? Should I make contact by e-mail, phone, or letter?
- Does your employer typically sponsor visas for international students? If not, do you know of similar organizations that might?



Did you miss one of our programs or workshops? Check the CCS Media Site at career.cornell.edu to see if there's a recording of it.



LinkedIn Profile Checklist

PHOTO: It doesn't have to be fancy - just use your cellphone camera in front of a plain background. Wear a nice shirt and don't forget to smile!

HEADLINE: Tell people what you're excited about now and the cool things you want to do in the future.

SUMMARY: Describe what motivates you, what you're skilled at, and what's next.

EXPERIENCE: List the jobs you held, even if they were part-time, along with what you accomplished at each. Even include photos and videos from your work.

ORGANIZATIONS: Have you joined any clubs at school or outside? Be sure to describe what you did with each organization.

The screenshot shows a LinkedIn profile for David Xiao. At the top, there's a search bar and navigation links. Below the header, David's profile picture is displayed, followed by his name, "David Xiao", and his title, "Econ Major and Aspiring Financial Analyst". It also shows his location, "San Francisco Bay Area | Financial Services", and previous experience at "Berkeley Ventures". Below the profile picture, there are buttons for "Improve your profile" and "Edit Profile". To the right, it shows "153 connections" and a "Contact Info" button. The main content area is divided into sections: "Background" (Summary and Experience), "Venture Capital Internship" (Berkeley Ventures, May 2013 – September 2013, conducted research on 20 startup companies and presented findings to the fund's board, leading to a new \$1.5 million investment), and "Organizations" (Berkeley A Capella, Lead Singer, March 2012 – Present, schedule and perform at events for one of Berkeley's oldest a cappella groups, including last year's Cal-Stanford game). There's also a thumbnail for a presentation titled "INTRODUCTION TO VENTURE CAPITAL" by David Xiao.

EDUCATION: Starting with college, list all the educational experiences you've had - including summer programs.

VOLUNTEER EXPERIENCE & CAUSES: Even if you weren't paid for a job, be sure to list it. Admissions officers and employers often see volunteer experience as just as valuable as paid work.

SKILLS & EXPERTISE: Add at least 5 key skills - and then your connections can endorse you for the things you're best at.

HONORS & AWARDS: If you earned a prize in or out of school, don't be shy. Let the world know about it!

COURSES: List the classes that show off the skills and interests you're most excited about.

PROJECTS: Whether you led a team assignment in school or built an app on your own, talk about what you did and how you did it.

RECOMMENDATIONS: Ask managers, professors, or classmates who've worked with you closely to write a recommendation. This gives extra credibility to your strengths and skills.

Education

University of California, Berkeley

Economics, B.A.

2010 – 2014 (expected)



Volunteer Experience & Causes

Big Buddy

Skyline High School

September 2012 – May 2013 (9 months) | Education

Mentored an Oakland high school student through the college application process, helping him get into his dream school.

Skills & Expertise

Most endorsed for...

12 Economics



11 Start-ups



10 Due Diligence



10 Venture Capital



10 Management



Honors & Awards

The Achievement Award Program

UC Berkeley

Four-year scholarship awarded to community-minded students with a proven track record of academic success.

Courses

University of California, Berkeley

- Microeconomic Theory (Econ 101A)
- International Monetary Economics (182)
- Public Economics (230A)

Projects

Venture Capital Financing in India

May 2013

For our international Monetary Economics course, Paul and I decided to study the emerging venture capital industry in India. By looking at data from the World Bank, we were able to understand the challenges and opportunities facing this nascent sector. And we developed a series of recommendations for overcoming these challenges, which we delivered to our professor in a final term paper.

5 team members



David Xiao

Econ Major and Aspiring Financial Anal...



Paul Smith

Student at UC Berkeley

Received (2) ▾

Recommendations

Venture Capital Internship

Berkeley Ventures



Tim Lee

Partner

“David spent the summer with us at Berkeley Ventures and made an immediate impact. He showed us a brand new technique for firm analysis that he had just learned in school and came through with recommendations that opened our eyes to a unique set of opportunities.

We don't normally hire undergrads as interns but after working with David, we will again!

November 13, 2013, Tim managed

Want more LinkedIn tips for students? Check out students.linkedin.com





School-Year Activities

School-year activities can be valuable to your career planning and preparation. They can provide the opportunity to:

- Explore or demonstrate your career interests.
- Develop or hone skills sought by employers, graduate/professional schools, etc.
- Add to your contact and referral network.
- Impress potential employers and graduate schools.

Academics

Coursework:

Take courses outside your primary area of study to build additional skills.

Example: An engineering student could take a finance course to develop expertise in that field.

Research:

Many undergraduates supplement their curriculum by conducting research with faculty members in areas of interest. For more information, go to curb.cornell.edu.

Example: A student assisting with a research project can develop skills such as teamwork, analysis, and time management.

Teaching Assistantships/TAships:

These positions can strengthen some highly transferable skills.

Example: A “TA” uses good listening, organizational, and interpersonal skills.

Student Clubs and Organizations

Cornell has over 1,000 student organizations (ccengagement.cornell.edu/campus-activities/student-organizations) as well as many sororities and fraternities.

Examples: Some clubs are career-related, such as Women in Computing, the Graduate Consulting Club, Women in Public Policy, Cornell Fashion Industry Network, Big Red Sports Network, Cornell Accounting Association, and the Wildlife Conservation Society.

Others, such as Empathy, Assistance, and Referral Services (EARS), the Student Assembly, the Graduate and Professional Student Assembly, or social organizations, enable you to develop your interpersonal, leadership, and other skills.

Campus Employment

There are many part-time jobs on campus and in the community; some can help you explore a career and all can develop transferable skills. Typically, more than half of Cornell students hold part-time positions on campus.

Examples: Working as a resident advisor can help you explore a student-services career while building organizational, teamwork, time-management, and interpersonal skills that will be important to prospective employers. Or, good performance in a dining services position can show that you are hard-working, punctual, and energetic—all making you more marketable.

Volunteering

Contributing your time can actually pay big dividends in strengthening your resume, adding to your network, and increasing your awareness of options. Nonprofit employers need assistance both in the Ithaca area and in places near your home.

Examples: Use Cornell’s Public Service Center to find a local volunteer opportunity in outdoor education, or volunteer at a nonprofit in your home city in January to develop your quantitative skills in the organization’s business function.

Special Programs

Some programs offer an academic component and many involve internships.

Examples: Consider Cornell in Washington, the Engineering Co-op Program, the ILR Credit Internship, Cornell Abroad, special off-campus career-focused summer programs offered through Summer Session, and the Alumni Connections Program sponsored by Cornell Career Services to shadow alumni.

Internships and Summer Positions

The terms “internship” and “summer job” are often used interchangeably. A **job** usually involves work for pay, regardless of its applicability to your career. Formal **internships** may be paid or unpaid, and tend to offer hands-on learning about a career field.

Whatever it's called, with a summer experience you explore your interests and develop competencies for a competitive edge in your first full-time job search.

Cornell Career Services can help you research career fields, employers, and options. See a CCS staff member for individualized assistance with your summer search.

Discovering Opportunities

Most people find their summer positions through referrals and personal contacts. Use **LinkedIn**, **CUeLINKS**, and other online tools to connect with alumni for advice (**not** to ask for a job). See the article beginning on page 7 for networking tips.

Visit your **college career office** for assistance and information focused on the specialized needs of its students.

Use the **Career Library in 103 Barnes Hall** and the online Resource Library, where you'll find hundreds of internship resources and special files.

Search online to find listings related to your particular interests. Links are provided from the CCS website and through the college career office sites.

Review responses of Cornellians to the **Summer Experience Survey** accessed in the “**Surveys**” pages in the Resources section of [career.cornell.edu](#).

Access the “**Postings**” section of Cornell Handshake for postings of internships across the country and on-campus interview schedules. Complete the online tutorial for a thorough introduction to the On-Campus Recruiting program.

Use Cornell's **Student Employment Services website** to find local positions.

Investigate **other Cornell resources**, such as the Entrepreneurship and Personal Enterprise Program, Cornell Botanic Gardens, Cornell Tradition, etc. See the “Additional Summer Programs” page under Internships and Summer Jobs in the Finding Jobs section of [career.cornell.edu](#) and [explore.cornell.edu](#).

Consider the Develop Your Own (DYO) Summer Internship Program or the New York City Public Service Corps if you're eligible for Federal Work/Study. Application materials are available online. Funding is limited, so apply early.

Create an opportunity. Speak with a career advisor about strategies for approaching employers who don't have established internship programs about hiring you for the summer.

Tips for Finding Summer Positions

- Take advantage of information sessions and panels sponsored by Cornell Career Services. Check listings in the *Workshops and Events* brochure or the online calendar for other CCS programs about summer internships.
- Speak with employers at career fairs about summer opportunities.
- Get started early. Deadlines for some programs occur in the fall, especially for government positions and on-campus recruiting for summer internships.
- Combine volunteer and paid work positions for the best possible summer experience when one internship or job can't meet all your needs.
- Schedule interviews during your school breaks (Thanksgiving, winter, etc.).
- Arrange for a job during winter session. This could lead to a summer position.



“Gap-Year” or “Bridge” Options

Some Cornell graduates benefit from spending a year or two following graduation to clarify their career goals or strengthen their credentials. Many enjoy taking a break from academics before attending graduate school. The options for these “gap-year” or “bridge” experiences vary greatly, and include domestic as well as international opportunities. Below are some of the more typical experiences Cornell students have pursued, with recent employers of Cornellians listed.

Service:

Many structured service programs at both the national and international levels sponsor widely diverse “helping” activities. The programs often provide for basic living needs and involve a stipend.

Recent employers: American Indian Health and Family Services, AmeriCorps, Bread for the City, International Peace Operations Association, Lutheran Volunteer Corps, Partners in Health (Haiti), Peace Corps, and Princeton in Latin America.

Teaching:

There are one- and two-year opportunities to teach in a formal classroom setting—public or private—or to tutor or mentor students. Some positions involve teaching English abroad, while others involve teaching in locations such as nature centers or museums.

Recent employers: City Year, Japan Exchange and Teaching Program, NYC Teaching Fellows, Success Academy Charter Schools, Teach for China, Student Conservation Association, and Teach for America.

Research:

Science, health, and social science positions are available at universities, research centers, think tanks, and health-care centers. There are positions in laboratory settings and in a variety of work environments that focus on one of the social sciences.

Recent employers: American Museum of Natural History, Brookhaven National Laboratory, Dana-Farber Cancer Institute, National Institutes of Health, Scripps Research Institute, and Weill Cornell Medicine.

Paralegal:

Many private law firms as well as nonprofit and government organizations offer entry-level paralegal or legal assistant positions. Previous training or certification is usually not required, and these positions offer a good opportunity to test an interest in a legal career.

Recent employers: Neighborhood Legal Services; New York County District Attorney’s Office; Paul Weiss Rifkind Wharton & Garrison LLP; Ropes & Gray LLP; Cravath, Swaine & Moore LLP; and United States Attorney’s Office.

Fellowships:

Awards are available to pursue activities for a year in a variety of fields. Experiences are usually in academia or in the public sector and typically involve research, teaching, public policy, service, or other work for the common good.

Recent employers: Catholic Relief Services, Congressional Hispanic Caucus Institute, Congressional Hunger Center, National Institutes of Health, and NYC Urban Fellows.

Research Tips

To learn about postgraduate service or enrichment options:

- Explore the Career Services Resource Library at career.cornell.edu.
- Try searching “gap year,” “senior fellowships,” “research centers,” “law employers,” and “national service.”
- Use the *Career Development Toolkit* in Canvas for more tips.



TAKE ACTION



As you develop focus through the process of self-discovery and exploring possibilities, you'll begin to get a good idea of what you want to try first after you graduate. You should realize that your first job will probably be the first of many in your career. Very few careers follow a linear path; instead they involve multiple steps, including changes in direction from time to time. At every point of change in this zig-zag approach to career management, the steps of understanding yourself, exploring options, and taking action are essential for reinforcing overall forward movement.

Once you know a little more about your direction, you will understand the next steps you'll need to take. This section of the *Career Guide* provides information and resources to help you put a plan into action to achieve the outcome you're targeting. Consider some of these questions:

- Do you expect to enter the job market directly?
- Does an internship provide the best path to get an offer for the job you want?

How Cornell Seniors* Find Their Jobs

Online listing or resume referral, for example, through CCS online services	27%
Referral/personal contact/networking	27%
Previous internship/job/volunteer experience	17%
Interview through on-campus recruiting	13%
Career fair/consortium	8%
Other means	7%
Entrepreneurial venture	<1%

* From Class of 2019 Postgraduate Report

- Is graduate school required to enter your desired career field? Should you apply right away, or would it be best to take some time before applying?
- Do employers in fields you find interesting visit campus for career fairs or on-campus interviews, or will you be conducting a more independent job search?

Timelines

Timelines will vary for different career paths, so resist comparing your progress towards your goal to the progress you think others are making.

For instance, the application timelines for different graduate programs vary greatly. The process for medical school application begins well over a year before expected matriculation. For law school, applications are due in the fall semester before matriculation. But most other graduate programs have spring deadlines—just a few months before you might enroll.

Or you may have friends who receive full-time job offers before they return to campus for senior year, but the industry you want to enter only hires when an opening becomes available. You won't have a job offer until much closer to your start date, and that's perfectly OK.

Learn what the norm is for the path you want to take, create a strategy that fits that norm, and stay confident that you are taking the right steps towards your goal.



Graduate School

About a quarter of Cornell seniors pursue further education immediately after graduation, while many wait a year or more before applying. Delaying graduate school attendance allows you to gain professional experience and confirm your interest in a particular career field.

Before deciding to attend graduate school, be certain of your career choice and determine whether an advanced degree is required for it. Talk with a career coach, the Cornell Career Services (CCS) pre-graduate advisor in 103 Barnes Hall, Cornell faculty and graduate students, or alumni for advice and perspective. Use **CUELINKS** to identify alumni to contact.

Graduate or Professional School?

These educational programs differ in the following ways:

- Graduate research degrees (for instance, a Ph.D. in English or physics) emphasize original research that adds to existing knowledge. These degrees are typically required for tenure-track faculty careers, but also may lead to careers with consulting, government, nonprofit, international affairs, or private-sector employers.
- Professional school degrees in fields such as medicine, law, and social work emphasize gaining the knowledge and skills that practitioners need.

Application Process

Cornell offers a number of resources to assist you:

- Consult the *Career Development Toolkit* in Canvas, which offers guidance, tools, and resources for researching and pursuing a graduate degree.
- Attend workshops and orientations on the application process offered each semester.
- Meet with an advisor virtually or in Barnes Hall for help in applying for health-related programs, law school, or other graduate or professional programs.
- Attend Graduate and Professional School Day held each fall to speak with school representatives and learn in person about their programs.
- Visit websites of exam administrators to obtain test materials and register for the various tests (e.g., GRE at gre.org for graduate research degrees).

- Register with the Health Careers Evaluation Committee (HCEC) for an evaluation letter for medical school (scl.cornell.edu/hcec).

In addition to using our services, you should:

- Decide when to take the appropriate admission test and investigate how to prepare for it.
- Identify faculty with whom you've studied and/or conducted research to ask for recommendations.
- Maintain confidential letters until you need them through Interfolio, an online dossier service.
- Register at lsac.org (for law school) for the Credential Assembly Service. The service will store recommendation letters for up to five years.

Fields Most Frequently Selected

Engineering - 22%
Computer and Information Sciences - 15%
Law - 9%
Medicine - 9%
Biological Sciences - 7%
Business and Management - 5%
Human Health Fields Other than Medicine - 4%
Agriculture and Natural Resources - 3%
Social Sciences - 3%
Veterinary Medicine - 3%

Funding Graduate Study

Graduate study may entail a significant financial commitment. Many graduate programs offer funding through teaching and research assistantships, and numerous fellowships and scholarships are also available. Review the *Career Development Toolkit* and the CCS website for resources. Meet with our graduate school advisor to discuss further.

Prestigious Awards

CCS offers programs, advising, and content on eligibility and application procedures for prestigious awards.

- Find information on funding sources on the CCS website and attend a workshop on the application process.
- Meet with the fellowship advisor to discuss your qualifications and the application process.

The Job Search

Cornell students are highly successful in landing jobs after graduation. The most recent annual survey of graduating seniors shows that 66% entered the workforce; 23% pursued graduate or professional studies; and 11% undertook other endeavors, including volunteering, travel, etc.

Additional information from the survey reveals that those who were employed took positions in diverse employment sectors—about 86% in business/industry and about 14% in public-sector and nonprofit fields. You can see more details on the “Surveys” pages in the Resources section of career.cornell.edu.

A successful job search lands you a position that really suits you—a job where you enjoy the work and the employer, that serves as a stepping stone in your career, and that positively affects your lifestyle. This may sound like a tall order, but it’s much easier to make this happen if you effectively identify and research employers before you begin your actual job search. This will help you:

- Focus on employers that best suit you.
- Make a stronger impression as a job candidate.
- Gain an important edge on your competition.

Get Started

There are millions of employers in the United States. Some are very large businesses, but most are small to mid-sized. More than 80,000 are government entities, and over a million are nonprofits. Finding the right employer and position will take time; a job search takes an average of two to six months of organized effort. The timeline for your job search will vary, depending on the sector and industry you’re targeting. Some employers predict their hiring needs and recruit far in advance of employees’ start dates, while others conduct just-in-time hiring when positions come open.

Cornell Career Services offers many programs and services to assist you with this process. You should also take advantage of personal contacts and other means as you conduct your job search. Whatever your goal, using more than one approach will increase your chances for success.



Conduct Thorough Research

Before deciding to apply for a position with an employer, you should learn about:

- Recent developments and news items, including changes and plans.
- Products or services, current projects, innovative approaches, competitors, etc.
- Stock performance (if publicly traded).
- Size, age, location(s), ownership, and key contact(s).
- Culture, philosophy, and work environment.
- General policies toward employees, including benefits.
- Training and advancement opportunities.

Researching job options is essential to determine your “fit” within a career field or organization—whether for your first job or for successive ones. Here are resources and ideas for your research.

Talking with a CCS Staff Member

- Advisors in your college career office or in Barnes Hall who can help you develop a job-search strategy.
- Final check of your resume(s) and your focus.

Identifying Jobs and Requirements

- Websites such as Handshake, indeed.com, and others listed at career.cornell.edu.
- Members of your career network developed using techniques covered on page 7.

Finding Information on Employers

- CareerSearch, accessed through the Johnson Management School Library, a database including three million employers.
- Mergent Intellect online or other employment databases accessed through the Management Library.
- Sites such as idealist.org, USA.gov, and nyc.gov for public-sector employers.
- LinkedIn for identifying potential career options and people to reach out to for information interviews. Review the tips on building an effective LinkedIn profile on pages 10 and 11. Consider subscribing to LinkedIn’s Premium Content when you are engaged in an active job search.

Connect With Employers

Services Offered through Cornell Career Services

Jobs and Internships for Cornellians

- You can find full- and part-time jobs, temporary positions, and summer jobs in Handshake.
- Positions for entry-level and experienced candidates in a wide range of career fields are added to the system regularly.

On-Campus Recruiting

- Over 400 employers, primarily from the corporate sector, conduct interviews on campus for employment after graduation and for summer internships.
- Positions are typically in fields such as financial services, consulting, engineering, human resources, architecture, planning, hospitality, retail, sales, marketing, advertising, technology, and scientific research.
- Some fast-growing smaller firms as well as government and nonprofit organizations also recruit on campus.

Employer Information Sessions

- Sessions are hosted by employers—primarily those recruiting on campus—to introduce students to their organizations. Many are targeted for first- and second-year students.
- Job seekers can meet potential employers and those at earlier exploratory stages can learn more about a particular employer or career field.
- Employers are most likely to interview applicants who attend information sessions, career fairs, and other events; introduce themselves; and express a sincere interest in the organization.

A tutorial at career.cornell.edu provides a comprehensive introduction to these web-based features. You can also find Cornell's recruiting policies for students (career.cornell.edu/jobs-and-internships/campus-recruiting/students-rights-and-responsibilities) and employers (career.cornell.edu/audiences/employers/hiring-guidelines-policies-and-timelines).

Other Cornell Employment Services

Employer Career Fairs

- Career fairs offer an on-campus forum to meet employers, gather information, and network.
- Cornell Career Services sponsors Career Fair Days in the fall semester with over 200 employers.
- CCS also sponsors a smaller Career Fair in the spring.
- Several colleges sponsor industry-specific fairs during the year.

New York Recruiting Consortium

- Arts and Sciences and Human Ecology students can interview in New York City in January for full-time and internship positions.
- Employers are primarily in the fields of healthcare/research, law, education, and business.



Tip

Meet with a career coach on developing a solid job or internship search strategy (career.cornell.edu/schedule).

Options Beyond Cornell

Employer Websites

- Go to the “Careers” or “Jobs” sections of employers’ websites.
- Identify and apply for available positions or submit your application for future consideration. This really works—you’re not just submitting materials into a “black hole.”
- Be prepared to copy and paste information from your resume into the employer’s system when completing online applications, for accurate data entry and to avoid being “timed out” of the system.

LinkedIn

- Many employers search LinkedIn and invite people to apply for jobs. Keep in mind that most will look up your profile before an interview. Be sure that you are “following” any employers that interest you. See the pointers for building an effective LinkedIn profile on pages 10 and 11.

Advertised Openings

- Respond to jobs posted through online services, but be aware that many positions that become available are never posted on these sites.

The “Hidden” Job Market

- Create and maintain your network of personal and professional contacts to learn of positions before they are advertised online or in print.
- Keep your contacts informed of your skills and abilities as you develop them, so they will refer you if a need arises even before a position is created.

... The Job Search

Short-Term Jobs or Internships

- Demonstrate your skills and acquire new ones by taking a short-term position, internship, or assignment through a temporary agency.
- Develop contacts and learn about unadvertised job openings through these positions.

Volunteering

- Contribute your time as a volunteer to be well-positioned to apply for future job openings, particularly with nonprofits, government agencies, and educational institutions.
- Learn and volunteer for tasks in all facets of the operation; small- and medium-sized firms seek staff who can perform multiple functions.

Implement Your Job-Search Strategy

After identifying positions that interest you, you'll need to develop effective documents and prepare for interviews, covered in later sections of this *Career Guide*.

Check in with your college career office to solidify or modify a job-search strategy that will work for you.

Adjust Your Strategy

Sometimes things may not go according to your plan. If you find yourself in one of these situations, that's when you definitely need to meet with an advisor in CCS so we can offer our support and assistance. Examples of difficulties that may arise in a job search include:

- You submit your resume repeatedly, but don't get selected for an interview.
- You have many first-round interviews, but don't get to the offer stage.
- You receive an offer and the employer pressures you to respond before you've had enough time to make a good decision—and perhaps earlier than CCS guidelines suggest.



Use CUeLINKS (cuelinks.cornell.edu) to search for alumni working in an industry, organization, or position you want to learn more about.

Perfect Pitch

An “elevator pitch” facilitates your interactions at career fairs, networking events, information interviews, and other settings where you’ll meet new people who may have information or an opportunity that interests you. It’s a brief conversation-starter to introduce yourself and explain what you’d like to learn or gain from an interaction. You need to perfect your pitch before launching a job search.

Think About...

- Significant skills, strengths, and personal qualities that you possess.
- Your personal history that makes you unique.
- Some of your accomplishments and campus involvements.
- The career goals you’re developing.
- What you should learn in advance about the individuals you might meet.
- What you’d like to learn from your contacts.

Your Pitch Should Tell...

- Who are you and what are your experiences?
- What brings you to the interaction?
- What do you want to happen in the future, as a result of the conversation?

A Sample Career Fair Pitch

- Hi, I’m Julia Gordon. I’m a junior majoring in Fiber Science and Apparel Design. For next summer I’d like to find a job in marketing that will build on my experience creating a social-media campaign for a local boutique clothing store. Can you tell me about opportunities in your New York City location?

Pitch Tips

- Be concise, but informative. Create a 30-second pitch, but be prepared to continue the conversation (3-5 minutes at a career fair, about 2 minutes to start an interview, and 15 minutes or more in an information interview).
- Practice your pitch until it sounds natural. Try to relax. Practice your handshake, too.
- Smile and maintain eye contact.
- Thank your new contact for their time and expertise. Suggest how you might follow up.

Additional Help

- Watch *Perfecting Your Elevator Pitch*, <https://www.youtube.com/watch?v=O6U9OGpvV78>.
- Meet with a career advisor to review and practice your pitch.

Applying for jobs in the federal government differs from applying for positions in the private sector. Because of the various levels of review that occur for each application, it's not uncommon for months to go by before you hear anything after submitting your online application. Most federal civilian positions are advertised at usajobs.gov, although federal security agencies (FBI, CIA, NSA) and congressional jobs are found elsewhere. Federal positions are typically posted for only two weeks, so you need to be prepared with your application materials ahead of time. You may wish to set up saved searches using various criteria, so that new opportunities are emailed to you as they are posted.

Job Criteria

When you find a position that interests you, be sure you meet the criteria for the job. If you do not have the education, experience, or specified degree(s), it is highly unlikely that your application will get past the first round of reviews. Since your best chance at a federal job comes from tailoring your application to that position, it's a good idea to invest time in applying for positions only if you are qualified.

Your Targeted Resume

As with private-sector jobs, your resume is the key to getting hired. You should create a federal resume using the federal jobs clearinghouse at usajobs.gov. Once you create a resume there, you can save it, edit it, and use it for the vast majority of federal job applications. When you use the online resume creator, you will have a document in the correct format and with all of the information required for federal applications.

Your Work Experience

The federal resume has sections on education, training, and references, much like a typical resume. But where it differs is in the section on work experience. For each past job you list, you will have up to 5,000 characters to describe your experience, skills, and accomplishments. The key here is to include a generic section for each position describing basic responsibilities, but then tailor other parts of the description to the particular position for which you are applying. For example, the federal job application might say that you will be evaluated on various skills, such as technical credibility, oral communication, and conflict management. Describe how your past jobs gave you experience that enabled you to develop these skills. Give specific examples as well as quantifiable accomplishments.

Rewards of Federal Positions

You should also realize that unlike private jobs, for which you might consider negotiating the terms, your pay and benefits are spelled out for you in the application and are essentially non-negotiable. Your pay will most likely be at the low end of any scale listed in the application, though you should understand that you can rapidly climb that scale once you are hired for a federal position. While your starting pay may be disappointing, keep in mind that federal job benefits are excellent, the work is rewarding, and the opportunities for advancement abound once you land that first federal job.

Written by Robert M. Baca, A&S '91, Ph.D.; Team Lead, Environmental Compliance, USDA-APHIS-PPQ



Practice interviews work! A student recently thanked a CCS advisor for helping him go from his first practice interview “train wreck” to landing his “dream internship.” Through practicing, he learned what he was doing wrong and built the confidence to communicate his strengths effectively.

Many factors will have an impact on your job-search strategy. For example, if you're an international student, a student interested in working abroad, or a student with a disability, you'll need to pay attention to additional considerations in your job search.

Students with Diversity Affiliations

There may be additional job-search, resume, or interview-preparation issues that some students must consider. For example, students with disabilities or lesbian, gay, bisexual, or transgender students may wish to consider when (or whether) to disclose this information. Research an employer's non-discrimination and accommodation policies in advance of interviews.

Our website offers advice and links to recommendations for these individuals as well as mature, veteran, underrepresented, and other diversity student populations ([career-services/audiences/students/identity-and-career-resources](#)). Staff members in CCS and other offices on campus (e.g., Student Disability Services, 254-4545 or sds.cu@cornell.edu; and LGBT Resource Center, 255-4897 or lgbtrc@cornell.edu) also provide support.

International Students and the Job Search

As an international student, you need to be informed about employment regulations, U.S. cultural nuances, and unfamiliar resources and job-search techniques. To prepare for your U.S. job search:

- Meet with an advisor in your college career office or with the international student advisor in Barnes Hall. Complete your Profile in Handshake.
- Identify employers interested in hiring international students with your career goals, skill set, and education. Use GoinGlobal (online.goingglobal.com) or myvisajobs.com to see which employers have sponsored H1B visas for the previous year.
- Be flexible. Consider working for U.S. companies with branches abroad, or foreign companies operating in the United States. Search the Uniworld database, found on the Management Library website, to identify suitable employers.
- Prepare well for the application process. Adjust your resume to conform to U.S. norms and work on your interview skills. Attend special workshops for international students offered by Cornell Career Services. Use the tools in OptimalResume™; have your resume reviewed and schedule a practice interview with a career advisor.

- Develop excellent written and oral English language skills. Participate in the Language Expansion Program through the Public Service Center. Strengthen your writing skills by visiting the English Language Support Office (for graduate students) or the Knight Institute's Writing Service (for all students).
- Conduct information interviews (see pages 8-9) to learn more about career fields and work culture in the United States. Speak with individuals who have an international background to learn what approaches were effective in targeting employers that hire international students. Use **CUELINKS** to find connections.
- Know your visa regulations. Meet with an advisor in the Office of Global Learning (international.globallearning.cornell.edu). Attend their "Visas After Graduation" workshop and visit their "Working in the U.S." page to learn more about U.S. work authorization. Inform your employer no later than the second round of interviews if you require visa sponsorship.

Pursuing International Opportunities

Many U.S. students decide to gain overseas experience as part of their careers, either through summer internships or full-time jobs after graduation. Here are some ideas to help make your international career goals a reality.

- Identify the type of experience you want—paid work (long-term or short-term), volunteer work, internship, position teaching English, etc.—and assess your preparedness for it.
- Gather the financial resources you need for transportation and other expenses. Expect to pay fees for work permits, housing, and job-search services, even for volunteer positions.
- Learn early if your employer will require an employment contract (sometimes referred to as a *Convention de Stage*, Tri-Party Internship Agreement, etc.). If so, be sure to speak with your school's career advising team about necessary steps to sign this.
- Explore the CCS Library in 103 Barnes and our "Working Abroad" page at career.cornell.edu to identify useful websites. Search for "international" in the Resource Library in the Resources section of our website.
- Develop alternatives and be flexible. Competition for international positions can be very keen, especially for paid positions. Make back-up plans.
- Prepare well for the application process. Create a U.S. version of your resume and cover letter, and then tailor your documents to country-specific standards. Refer to GoinGlobal (online.goingglobal.com), or meet

While this *Career Guide* provides valuable tips and advice for all individuals making career choices and planning for career success, there are additional points that graduate students need to consider. As a graduate student, you may be accustomed to labeling yourself, such as “I am a Ph.D. student in genetics.” These labels, such as “Ph.D. student” and “genetics,” typically give a clear message of your background and training in an academic environment. If you are considering a job outside of faculty pathways, however, you may have discovered that many jobs do not require specific experience in your particular field. Instead, most employers seek the skills or competencies that you have acquired during the process of getting your graduate degree.

When considering a career outside of academia, you will need to focus on the skills you used to earn your degree; these are your transferable skills. These skills are not limited to just your research or teaching experience, so think broadly. For instance, if you have informally edited your colleagues’ manuscripts, perhaps you developed copy-editing skills and the ability to provide constructive feedback.

To discuss how you can pursue a career outside of academia, make an appointment with a career advisor in your program’s office, in the college career office most closely aligned with your graduate field, or in Barnes Hall. Career-related programs, workshops, and panels are typically advertised in the Career Services event calendar and Graduate School e-newsletters.

Treat Your Career Exploration as a Research Project

As a graduate student, you are adept at defining a topic of interest by reading extensively, formulating a hypothesis, talking to experts, and questioning your assumptions. These same skills are the basis for exploring a career outside of academia. Here are some of the resources and steps for your career exploration research project.

Conduct background research: Use the Worksheet on page 5 to identify strengths, skills, values, and interests that are important for you to fulfill in your career.

Formulate a hypothesis: Create a hypothesis for your career interests, such as “I think that consulting fits my career interests with regard to communication, problem-solving, and working in teams,” or “I would like to use negotiation skills in my career.” You can develop multiple hypotheses if you are considering several careers—but it is typically easier to focus on one hypothesis at a time.

Gather information to test your hypothesis: Read websites, books, and articles; conduct information interviews; and attend employer presentations to learn about a particular career or to identify what careers fit your skills, interests, and values.

Synthesize and analyze information: Process the information you found to see if this career is a good match for your skills, values, interests, and logistical criteria.

Articulate your findings and publicize: Once you identify a career or job that fits your job-search criteria, articulate your findings in your resume and cover letter.

Career Exploration Resources

LinkedIn and CUELINKS

Are you unsure what people do after getting a graduate degree? Search **CUELINKS** to find Cornell alumni with background similar to yours. Or find LinkedIn profiles by entering keywords such as “LinkedIn, Cornell, Ph.D.” and others, such as your graduate field or skills you’re interested in using. This approach provides insight on career paths of individuals with graduate degrees, job titles for the skills you’re interested in using, and names of people to contact for information interviews.

O*NET

Look for job titles and industries in this U.S. Department of Labor database by conducting keyword searches for abilities, interests, skills, knowledge, and work activities.

The Versatile PhD™

This website offers online discussion forums on a wide range of careers—such as policy analysis, university administration, management consulting—and lists job postings. The Premium Content (free access at career.cornell.edu) features successful job application documents from graduate students, including resumes, cover letters, and job descriptions, for their first job outside of academia.

Science Careers

This resource, which is from the journal *Science*, provides a wide range of information such as job listings, career profiles, and career advice for individuals in the science, technology, engineering, and math disciplines.

Chronicle of Higher Education

From job listings, opinion articles, blogs, forums, and advice columns, the *Chronicle of Higher Education* is a good resource for understanding the job market and common issues that individuals face during a job search.



Resumes

The goal of your resume is usually to land an interview. It helps you tell your unique story and presents evidence that you have the experiences and competencies that the person reading it needs. Even if your evidence is from seemingly unrelated experiences, concentrate on how you would transfer your skills from one setting to another. You should show that you have transferable skills related to your career focus, and skills valued by all employers (see pages 4 and 26). Make it easy for readers to come to the conclusion that it will be worth their time to offer you an interview.

Create a distinct version of your resume for each of your different career goals. Do your research and target your resume to the position you're seeking. Use OptimalResume™ (available at career.cornell.edu) to build and store the different versions. Undergraduates typically have a one-page resume and graduate students can usually extend to two pages. Be sure to learn industry norms, though; in some employment fields a one-page resume for all applicants is expected.

While a resume is a highly personal document, you do not use personal pronouns in it. It's always a good idea to get feedback from others on your resume, but the decision about how to present yourself is ultimately yours. The only hard-and-fast rules about resumes are that they should be completely truthful and that they should contain no errors.

Resume Styles

You will find sample resumes later in this *Guide* and in the *Career Development Toolkit* on Canvas. Most of them are traditional—and somewhat conservative—styles. We have included a few examples of more creative layouts that may be appealing in some industry areas. You can find resume templates in Etsy and other sites. Our templates came from the A1Resume shop in Etsy. Engineering students should consider using one of the templates endorsed by the Engineering Career Center.

Resume Formats

The way you organize the content of your resumes will emphasize different information about you. As you read the following descriptions, refer to pages 29-32 for an example of each format. If you are not sure which format

is most appropriate for your immediate goal, ask a career services advisor for assistance. For example, students who participate in on-campus recruiting might decide to use the chronological format, whereas a first- or second-year student applying for a shadowing opportunity may find the functional format a better option. Graduate students may find that a combination format provides a helpful approach for organizing a range of unrelated experiences by themes of transferable skills, such as communication, leadership, or research skills.

Chronological Format

This is the most widely used resume style. It is particularly effective when the job target is in line with your academic background and experience. Content is organized by dates, giving the reader a clear indication of career growth and continuity. With this format, you:

- Emphasize education, job titles, and employers.
- Describe responsibilities, tasks, and achievements.
- Present information within sections in reverse chronological order (i.e., listing the most recent experiences first).

If your most relevant experience is not the most recent, divide your experience into sections, such as Related Experience, Research Experience, or Other Experience.

Functional or Skills-Based Format

Functional (also called skills-based) resumes are appropriate if you have held a number of unrelated jobs, the position you seek is outside your academic field, your relevant experiences are primarily from volunteer work, or there are significant gaps in your work history. In this resume style, you:

- Highlight skills and personal qualities and de-emphasize specific job titles, names of employers, and dates.
- Combine duties and accomplishments from all jobs and activities into broad categories that address the employer's needs—for example, writing, research, communication, leadership, graphic design, etc.

With this style, you create a thread that shows how you have developed the skills and abilities the employer is seeking across a variety of roles and activities. You can draw connections that demonstrate a depth of experience that might not have been evident otherwise.

Combination Format

This style merges elements of the chronological and functional formats. It allows you to accentuate skills and capabilities, and include employment information within the skill groups. The directness of the chronological format is retained, and skills are grouped by functional categories. This format can be particularly useful for individuals changing careers or finishing a graduate degree. For example, if you have a number of research projects, either from coursework or independent work, this format allows you to present them in a Research Projects or Research Experiences section.

Elements of a Resume

Although all resumes contain somewhat standard elements, there is no one “right way” to prepare a resume. You can change section names, add or omit sections, etc., to draw attention to the content most pertinent to your career focus or job target. Be consistent in applying stylistic approaches throughout your resume, and be sure that your final product is error-free.

Contact Information

Include your name, local and permanent addresses (optional due to privacy considerations), and the phone number and e-mail address you use most frequently. Near the end of the school year, you may want to include the date you will move to your permanent address (see sample on page 33).

Objective

Opinions differ among employers and career professionals about including a career objective on a resume. An objective statement can be helpful when:

- You have a highly specific career target.
- Your academic background is not closely related to your immediate goal.
- You can state clearly what you will contribute versus what you expect to gain from the experience.

Check with your college career office to see whether an objective statement is recommended for the kind of position you’re seeking.

A more experienced candidate, or one with a diverse work or academic background, may prefer to use a two-to three-sentence descriptive statement rather than an objective statement. This would be titled Summary of Qualifications, Highlights, or Career Focus and should appear immediately under Contact Information.

Education

In this section, include:

- Post-secondary institution(s) and location(s), major(s), and any official concentration(s).
- Degree(s) and date(s) earned or expected.

- Study-abroad experience, honors or graduate thesis title, etc., as applicable.
- For undergraduates, cumulative GPA, if it is at least 3.00, and major GPA if it is considerably higher—carried to two decimal points. (*Guidelines for graduate students and specific science and technical fields may vary. Check with your career office.*)

Beyond sophomore year, do not include your high school unless it is nationally recognized or specifically supports your goal.

If you’re a transfer student, list the name of your first school if your resume includes activities/experiences from that institution.

Honors and Awards

Dean’s List, awards and scholarships based on academic merit, and honor societies can be listed in a separate section if you have two or more entries. Otherwise, incorporate them into your Education section.

Relevant Courses

List courses that are pertinent to your goal and the employer’s (or other reader’s) needs, particularly if your major or graduate field isn’t directly related. For example, an English major applying for a technical position would list any computer classes completed.

Experience

You can demonstrate work ethic, ability to reach goals, leadership potential, and other qualities employers seek through both paid and unpaid experiences:

- Full-time and part-time work during the summer, academic year, and school breaks.
- Research projects, co-op positions, or internships.
- Volunteer work and extracurricular activities.

List positions held, organization names and locations, and dates of your involvement. Summarize your accomplishments in each experience in results-oriented statements beginning with action verbs (see page 27). Use verb tense to indicate current activities (present tense) and past accomplishments (past tense).

It’s not necessary to include every experience you’ve had, but it is preferable to show continued employment, if possible. You can organize unrelated experience into an Other Work Experience category.

A note about online applications: Most employers use electronic applicant tracking systems to receive resumes. These systems search on keywords—usually nouns—to identify qualified candidates. Use industry-standard language in your Experience section to convey your expertise with equipment, processes, technology, software, etc. Visit your career office for assistance.

Special Skills

In general, it is best to indicate your skills through providing specific examples of how you've used them (for instance, in your Related Experience section).

Include in this section:

- Languages and level of expertise (such as fluent, advanced, intermediate, and basic level for oral, written, reading, and listening skills).
- Computer languages and programs.
- Additional related skills not mentioned elsewhere.

Activities and Interests

Although not required on a resume, your activities and interests may help convey additional information about you. In order of importance, list:

- Student organizations, professional associations, community involvement, and committees; mention any offices held.
- Interests such as music, sports, and the arts.

Include high-school activities only if directly relevant. Some students choose not to include religious activities or those representing extreme political views.

References

Do not include "References available upon request" on your resume. If asked for references, provide a list on a separate page titled "List of References for [Your Name]." Be sure to notify individuals on your reference list that they may be approached by prospective employers.

Writing Strong Bullet Points

The bullet points you choose to include on your resume are some of the most important pieces of information you can share with employers. Effective bullet points allow employers to understand your experience and accomplishments. They can begin to imagine how you could perform in the role for which they are hiring.



CCS offers many programs to assist you with career planning, developing job-search skills, applying for postgraduate study, and more. Check the schedule of events at career.cornell.edu.

To write effective bullet points:

- Begin with a strong **action verb**. Verbs should be written in the present tense if you are actively in the role and in the past tense if you are no longer involved in that role. Make sure that the leading verb is the most significant verb in the bullet point. Whenever possible, match the verbs you use in your resume with verbs you see in the position description.
- Answer these questions in your bullet points:
 - **How** did I do that?
 - **How often** did I do it?
 - **What impact** did I make?

These questions will help you find the right balance of detail in your bullet points and show the results you achieved through specific experiences.

Your goal is to dig deeper than the surface level of the role, beyond what someone would be able to guess you did based on your title. If you worked at Dunkin Donuts, you might start with a bullet point that reads:

- Served coffee, donuts, and bagels.

But rather than telling the reader what they already know, ask yourself, "How did I serve donuts?" "To how many people?" "How often did I serve them?" And now you can expand your bullet point to:

- Collaborated with a team of six to serve approximately 175 customers per shift.

As another example, if you are a member of a sorority, fraternity, or other student organization, you might have a bullet point that reads:

- Participated and contributed ideas in executive board meetings.

And you could improve this one as follows:

- Collaborated with executive board of five members to initiate three new service events and manage operations for approximately 100 members.

Resources

There are many resources to help you write your resume:

- **OptimalResume™** online tutorial/resume builder available at career.cornell.edu.
- **Books** on resume writing in your college career office or the CCS Library in 103 Barnes Hall.
- **Sample resumes** on pages 29-45.
- Descriptive qualities and action verb lists on pages 26 and 27.
- **Resume reviews** by a CCS staff member or peer advisor who will make suggestions on content, presentation, style, terminology, proofreading, etc.

Once you have a clear focus, you will be ready to present your qualifications to employers, graduate schools, organizations sponsoring fellowships, or service programs. You will increase your chances of making the best possible impression by being able to discuss your strengths as they relate to the outcome you're seeking. In the 2019 survey by the National Association of Colleges and Employers, employers identified the top ten personal qualities and specific skills they seek in candidates. Note how these are all skills that anyone can develop, regardless of academic program or level of study:

- | | |
|-----------------------------------|--------------------------------|
| 1. Problem-solving skills | 6. Leadership |
| 2. Ability to work on a team | 7. Verbal communication skills |
| 3. Strong work ethic | 8. Initiative |
| 4. Analytical/quantitative skills | 9. Detail orientation |
| 5. Written communication skills | 10. Technical skills |

Personal qualities are evidence of “soft skills” that relate to your emotional intelligence quotient (“EQ”). Many studies have shown that your EQ is key to your success on the job, to your leadership ability, and to all your relationships.

You can present your personal qualities in a variety of ways, just as you can your skills. You might convey your personal qualities indirectly in your resume. For example, you could communicate your strong work ethic on a resume by noting that you worked an average of ten hours per week at a part-time job during college. You could demonstrate your teamwork ability by listing one or more group projects on your resume. This would make your point in an indirect but effective way. In general, qualities are easier to describe in an interview, cover letter, application essay, or e-mail message than they are on most resumes. Be prepared to discuss how these descriptors apply to you:

Adaptable	Creative	Focused	Proactive
Alert	Curious	Generous	Punctual
Ambitious	Decisive	Goal-oriented	Persuasive
Analytical	Detail-oriented	Hard-working	Resilient
Approachable	Determined	Honest	Resourceful
Articulate	Diligent	Inquisitive	Self-confident
Assertive	Diplomatic	Judicious	Self-directed
Astute	Easy-going	Kind	Self-reliant
Attentive	Efficient	Loyal	Service-oriented
Authentic	Empathetic	Motivated	Sincere
Calm	Energetic	Open-minded	Spontaneous
Candid	Entrepreneurial	Optimistic	Tactful
Caring	Enterprising	Organized	Team-oriented
Charismatic	Enthusiastic	Outgoing	Tolerant
Collaborative	Expressive	Patient	Versatile
Committed	Flexible	Persistent	
Confident	Forward-thinking	Poised	
Cooperative	Friendly	Positive	

On your resume, present your experience and accomplishments through concise statements that begin with action verbs. For additional action verbs and verbs organized by category of skills they convey, including analytical, organizational, technical, and more, see the action verbs list in Cornell's OptimalResume™ tool at career.cornell.edu. Use the **past tense** of these verbs for completed achievements, and **present tense** for current activities.

accomplished	compared	encouraged	installed	presented	secured
achieved	compiled	enforced	instituted	preserved	selected
adapted	completed	engineered	instructed	presided	set up
addressed	composed	enhanced	integrated	priced	settled
adjusted	computed	enlisted	interacted	prioritized	shortened
administered	conceived	ensured	interpreted	probed	simplified
advised	conceptualized	established	interviewed	processed	sold
advocated	concluded	estimated	introduced	produced	solicited
aided	condensed	evaluated	invented	programmed	solved
allocated	conducted	examined	inventoried	projected	spearheaded
amended	confirmed	exceeded	investigated	promoted	specified
analyzed	consolidated	executed	involved	proofread	spoke
applied	constructed	exercised	issued	proposed	standardized
appraised	consulted	exhibited	launched	provided	streamlined
approved	controlled	expanded	lectured	publicized	strengthened
arranged	converted	expedited	led	published	studied
ascertained	convinced	explained	leveraged	purchased	submitted
assembled	coordinated	explored	lobbied	pursued	substantiated
assessed	corrected	extracted	located	quantified	suggested
assigned	corresponded	facilitated	maintained	quoted	summarized
assisted	counseled	familiarized	managed	raised	supervised
attained	created	fielded	marketed	ranked	supplied
attended	critiqued	finalized	maximized	rated	supported
audited	cultivated	financed	measured	recommended	surpassed
augmented	customized	forecasted	mediated	reconciled	surveyed
authorized	dealt with	formalized	minimized	recorded	synthesized
balanced	decided	formatted	modeled	recruited	systematized
bargained	decreased	formulated	moderated	redesigned	tailored
benchmarked	defined	fostered	modified	reduced	targeted
briefed	delegated	founded	monitored	referred	taught
broadened	delivered	furnished	motivated	refined	tested
budgeted	demonstrated	gathered	negotiated	registered	trained
built	described	gauged	observed	regulated	transferred
calculated	designated	generated	obtained	reorganized	transformed
canvassed	designed	guided	operated	replaced	translated
carried out	determined	headed	orchestrated	reported	transmitted
catalogued	developed	hired	ordered	represented	trimmed
centralized	devised	hosted	organized	researched	tutored
chaired	directed	identified	oriented	resolved	unified
checked	discovered	illustrated	originated	responded	updated
chose	displayed	implemented	overhauled	restored	upgraded
clarified	disseminated	improved	oversaw	restructured	validated
classified	distinguished	improvised	participated	revamped	verified
coached	distributed	incorporated	performed	reviewed	wrote
coded	documented	increased	persuaded	revised	
collaborated	drafted	influenced	planned	revitalized	
collected	edited	informed	polled	scheduled	
combined	eliminated	initiated	predicted	screened	
communicated	employed	inspected	prepared	searched	



RESUME TIPS

Do

- ✓ Create a crisp, clean, professional appearance with a simple, balanced, and well-organized format.
- ✓ Space sections so that the reader can distinguish main headings from position descriptions, activities, etc.
- ✓ Maintain consistent indentation, capitalization, font style, and spacing.
- ✓ Use the active voice.
- ✓ Quantify accomplishments when possible.
- ✓ Begin phrases with strong action verbs that emphasize your accomplishments.
- ✓ Print hard copies on high-quality bond paper in white, ivory, or light gray.
- ✓ Refer to samples in this *Guide* and in Cornell's OptimalResume™ tool for well-designed resumes.
- ✓ Have a peer or professional advisor review your resume.
- ✓ Check an employer's website to learn if a preferred resume style is suggested.
- ✓ Find resume templates on Etsy or other sites.

Don't

- ✗ Use more than two font types or sizes.
- ✗ Round up your GPA. (Keep at 2 decimals unless exact at 1 decimal.)
- ✗ Use flashy graphics or print that is difficult to read.
- ✗ Use "my," "I," or other personal pronouns.
- ✗ Exaggerate your experience or modify job titles.
- ✗ Include personal information such as social security number, age, marital status, etc.
- ✗ Abbreviate (except for states).
- ✗ Use trite phrases such as "seeking a challenging position" or "to obtain a meaningful position working with people."
- ✗ Include your citizenship unless you're concerned it might not be apparent from your name and/or address and it is required for the position. If you're uncertain, speak with a career advisor.
- ✗ Use the passive voice.
- ✗ Include generic interests such as reading, traveling, sports.
- ✗ Include "References Available Upon Request;" it will be assumed.

General Comments

- 1. Consistent style
- 2. Effective, accurate action verbs

Min Kyung (Lillian) Chang
mkc34@cornell.edu

Min goes by "Lillian" and
this is clear in the header

Current Address:
141 Dryden Road
Ithaca, NY 14850
(607) 277-0897

Permanent Address:
123 Longwood Avenue
Brookline, MA 02146
(617) 543-0416

EDUCATION

*Round GPA to
hundredths*

Cornell University, College of Arts and Sciences, Ithaca, NY

Bachelor of Arts in Sociology, May 2020 GPA: 3.01

Full-Year Mandarin Chinese Language Concentration

Financed 80% of education through summer jobs, work study, loans, and grants.

Worked 8-10 hours/week throughout college.

If financed a large
portion, include % —
shows initiative, ability
to handle work load

Bronx High School of Science, Bronx, NY, Diploma 2015

BUSINESS
COURSES

Financial Accounting • Human Resources Management • Marketing • Statistics
Business Management • Microeconomics • Macroeconomics • Calculus

Lillian included these
courses because they
relate to her goal for
this resume

EXPERIENCE

September 2016-
Present

*Highlight either
position or employer*

Assistant Finance Manager

Center for Transformative Action, Cornell University, Ithaca, NY

- Manage finances (A/R, A/P, General Ledger Accounts) up to \$80,000 on modified Excel spreadsheet.
- Reconcile bank statements; compile project reports.
- Assisted in producing monthly and quarterly reports, budgets, income statements, and balance sheets.

Note the results-oriented bullet points

Summers 2017, 2018

*Dates can go on the left
or right side; check to
see if the employer
you're targeting has a
preference*

Business Administrator

IBM Corporation, New York, NY

- Designed Excel spreadsheets with macros to maintain office finances and monthly forecasting.
- Developed 50% of all spreadsheets used in operations of department.
- Created database containing 4,000 machines to perform inventory audit.
- Prepared visual materials for executive presentations to the branch manager using computer-aided graphic design.

Summer 2016

Research Assistant

Queens College, Queens, NY

- Researched economic socialization of adolescents and co-authored paper with Dr. JoAnne Miller.
- Designed and constructed survey independently; collected, organized, and compiled data.
- Assisted in evaluating and analyzing data using SAS.

Summers 2014-2015

Associate

Express, New York, NY

- Promoted to supervisory position as wrap desk coordinator after first summer.
- Assumed sole responsibility for opening and closing four registers averaging daily totals of \$15,000.
- Managed and trained cashiers.
- Increased daily sales of women's clothing by 20%.
- Received Employee of the Month award based on sales, flexibility, and customer service.

*Quantify and show level
of responsibility*

SPECIALIZED
SKILLS

Computer: FASS, Harvard Business Graphics, QuickBooks Pro
Languages: Mandarin Chinese (Fluent), Spanish (Proficient)

ACTIVITIES/
INTERESTS

ESL (English as a Second Language) Tutor for group of 5 student spouses.
Arts and Sciences Peer Advisor—Counsel students on academic courses of study.
President, Minority Business Students Association, 2016-2017.
Co-Chair, Chinese Students Association Annual Charity Fund Drive—raised \$5,000.

These resume examples demonstrate a wide range of experience, skills, and formats. Look through this section and take from the resumes what **works best for you**. Most of these samples are “finished products” that reflect **multiple revisions** and **career development over time**. Labels indicating the different formats are intended to provide a context, not to imply that a particular format is uniquely suited to the information presented in that resume.

JOHN S. HUGHES

Current Address
124 Catherine Street
Ithaca, NY 14850
(607) 277-5332
jsh999@cornell.edu

Pernament Address
32 Lexington Avenue
Roanoke, VA 23901
(815) 583-8549
JHughes620@gmail.com

EDUCATION	Cornell University, College of Arts and Sciences, Ithaca, NY Bachelor of Arts in History, May 2020 Cumulative G.P.A.: 3.46, Major G.P.A.: 3.65
HONORS/ AWARDS	Dean's List for 2 years • Cornell Tradition Fellow • Marine Corps League Scholarship • John G. Lynch Foundation Scholarship • Delaware Scholastic Press 1st Place Award for Satire • Named Outstanding Senior Athlete by <i>Cornell Daily Sun</i>
RELATED EXPERIENCE	Undergraduate Research Assistant Summer 2019 Associate Professor Eric Tagliacozzo, Cornell University, Ithaca, NY Searched for and evaluated items pertinent to professor's work using microfiche, databases, Internet research, and other library resources. Proofread and corrected galley of book, <i>The Indonesian Reader: History, Culture, Politics</i> .
	Researcher and Writer Summer 2018 Pennsylvania Resources Council, Media, PA Compiled comprehensive guide to recycled products for consumers and small businesses. Composed questionnaires sent to over 500 companies nationwide for product verification; designed database for storing information. Wrote and formatted final form of guide. Edited articles for PRC newsletter. Researched legislation on environmental issues; attended and reported on EPA conferences.
	Associate Editor August 2018-May 2020 <i>The Triple Helix</i> , Cornell University, Ithaca, NY Proofread and edited articles. Formatted magazine, named one of top two college journals in country
OTHER EXPERIENCE	Resident Advisor August 2018-May 2019 Residential Programs, Cornell University, Ithaca, NY Supervised 96 students in residence hall. Served as primary resource on campus policy and information. counseled students having difficulty adjusting to college experience. Programmed social activities and information sessions for overall complex of more than 500 students.
	Student Intern Summer 2017 Adult Probation and Parole Services, Delaware County Courthouse, Media, PA Supervised cases for over 50 clients by explaining rules of probation, maintaining monthly contacts, collecting court fees, and attending court proceedings. Implemented more orderly and efficient system for recording client contacts.
ADDITIONAL SKILLS	Microsoft Word and Excel; Adobe Photoshop, and SAS statistics package. UNIX operating system. Proficiency in Russian. Experienced peer counselor.
ACTIVITIES	Cornell University Men's Basketball , Captain: Provided leadership to team for two seasons. Cornell University Glee Club , Vice-President: Planned, coordinated, and supervised all Glee Club social activities, including events with alumni and other campus groups. Organized Club participation in campus intramural sports. Increased campus exposure of Club through informal performances and distribution of information and pamphlets. De Witt Middle School : Tutored sixth-, seventh-, and eighth-grade students in reading, writing, mathematics, and history. Focused on developing good writing and analytical skills.

Labels indicating the different formats are intended to provide a context, not to imply that a particular format is uniquely suited to the information presented in that resume.

Sarah R. Wright

srw22@cornell.edu

381 Dryden Road, Apt. 5A
Ithaca, NY 14850
(607) 256-4418

480 Northwood Drive
Concord, MA 03148
(617) 921-0486

OBJECTIVE

A marketing position using communication, management, and analytical skills.

EDUCATION

Cornell University, Ithaca, NY
Bachelor of Science, Communication, May 2020
3.26 GPA; Dean's List three semesters
Ho-Nun-De-Kah, College of Agriculture and Life Sciences Honor Society

SUMMARY OF EXPERIENCE

- | | |
|----------------------|---|
| Communication | <ul style="list-style-type: none">Assisted hundreds of Agway customers in the gardening and pet supplies sections.Negotiated publishing company contracts with professionals for New Student Directory.Interacted with local and regional American Red Cross offices.Motivated more than 40 shoppers to donate canned foods.Aided customers by providing loan pay-off figures, payments, interest, and credit data. |
| Management | <ul style="list-style-type: none">Supervised and handled Agway operations during manager's absence.Arranged and directed two marketing events for Agway.Trained employees in the mortgage processing department.Elected New Student Directory editor; determined Directory's content, layout, and format.Selected company to publish Directory.Directed and organized canned food drive for American Red Cross.Organized and motivated over 50 volunteers for service projects. |
| Analysis | <ul style="list-style-type: none">Prepared, conducted, and analyzed customer service survey for Agway.Created managerial accounting budget using Access.Organized and analyzed credit reports and verifications of deposits, loans, and employment.Conducted research to locate check information. |
| Initiative | <ul style="list-style-type: none">Re-merchandised several department sections to improve consumer sales.Re-organized process for receiving feedback on New Student Directory.Devised method for efficiently recycling paper for mortgage processing department.Designed poster that aided in recruiting new sorority members. |

EMPLOYMENT

Management Intern, Agway Inc., Concord, MA	Summer 2019
Mortgage Processor, Compass Bank, Bedford, MA	Summer 2018
Loan Servicing Clerk, Compass Bank, Bedford, MA	Summer 2017
Deposit Services Clerk, National Bank of Fairhaven, Acton, MA	Summers 2015, 2016

CAMPUS AND OTHER ACTIVITIES

Alpha Phi Omega: Concessions Chair, Sunshine Co-Chair American Red Cross Canned Food and Blood Drive Chair	Cornell Symphony Orchestra Dickson Hall Senate Member
---	--

Natalie Garcia

CONTACT

 607-277-2809

 npg13@cornell.edu

 120 Wilson Drive, Warren PA 17011

 LinkedIn.com/NatalieGarcia

EDUCATION

Cornell University College of Arts and Sciences

Bachelor of Arts in Spanish
May 2020
GPA 3.54

Bryn Mawr Summer Program

Madrid, Spain
2017

COURSES

- Communication and Persuasion
- Business Management
- Public Relations and Advertising

HONORS

Dean's List All Semesters

Student Activities Service Award

May 2019

Alpha Lambda Delta Honor Society

April 2018

MANAGEMENT/LEADERSHIP

House Manager

Pennsylvania State Company || Allentown, PA || Summer 2019

- Managed front-of-house activities during performances
- Introduced and coordinated volunteer program; recruited, trained, and supervised staff of 100 ushers
- Restructured and systemized concession services and controlled inventory and cash drawer for concessions

Teaching Assistant

Cornell University || Ithaca, NY || Fall 2018

- Prepared lesson plans and facilitated weekly discussion sections
- Provided feedback and recommendations for students and instructor

PROMOTION/PUBLIC RELATIONS

Promotion Chairperson, Cornell Program Board

Cornell University || Ithaca, NY || 2018-2020

- Created and implemented advertising campaigns for major events
- Designed and distributed posters; placed newspaper ads and radio spots
- Arranged press conferences

Ambassador, College of Arts and Sciences

Cornell University || Ithaca, NY || 2018-2020

- Acted as liaison between College and prospective students
- Conducted information sessions and tours for visiting students
- Promoted Cornell at high schools

Editorial Staff, Cornell Student Handbook

Cornell University || Ithaca, NY || Fall 2018

- Wrote, edited, and created layout for 100-page guide for new students with circulation of 3,700

PROGRAM DEVELOPMENT

Activities Co-Coordinator, Class of 2020

Cornell University || Ithaca, NY || 2019-Present

- Coordinated activities for class of 3,300 and managed marketing campaigns for products and events
- Lead and delegated responsibilities to ten-person committee

Lecture Programming Chair, Cornell Program Board

Cornell University || Ithaca, NY || 2017-2018

- Directed committee of six coordinating major lecture series
- Researched and developed program opportunities, formulated forecasts of community response
- Prepared and presented budget

Career focus: Government / Health Care

Laura Jones

ljb72@cornell.edu
206/341-8963

School Address
16275 Balch Hall
Cornell University
Ithaca, NY 14853

After 5/27/20
3244 North Street
Seattle, WA 98109

OBJECTIVE

Summer internship in government focused on health-care policy issues.

EDUCATION

Cornell University, College of Human Ecology, Ithaca, NY. B.S. expected 2023

Nathan Hale High School, Seattle, WA. Diploma, 2019

CAPABILITIES

- **Academic background.** Excelled in science courses in high school; entered college with 12 credits from AP courses in biology, chemistry, and physics. Selected Biology and Society major at Cornell. Taking courses in government and policy during freshman year.
- **Leadership.** Served as president of student body during senior year in high school. Organized efforts to sponsor series of speakers from local government offices. Enacted changes in election procedures. Worked closely with school administrators in helping students cope with death of a student.
- **Strong interpersonal skills.** Interact effectively with the public. Assisted hundreds of patrons daily during after-school and summer job at fast food restaurant. Recognized by former teachers and supervisors as being outgoing and friendly.
- **Administrative abilities.** Assigned health-care workers to elderly at city-funded health-care agency. Organized workers for job placement with various clients. Performed general office tasks as necessary.
- **Health-care experience.** Served as hospital volunteer at local hospital for several years during high school; volunteered in admissions over college breaks. Helped orient patients and assisted them in locating appropriate hospital departments.
- **Computer skills.** Use variety of computer programs. Skilled in Excel, PowerPoint, and Adobe InDesign.

WORK/VOLUNTEER HISTORY

Temporary Assistant, Alliance Home Services, Seattle, WA, June-July 2019

Fast Food Worker, Burger King, Seattle, WA, January 2016-August 2018

Volunteer, King County Hospital, Seattle, WA, October 2014-January 2018

ACTIVITIES

Prelaw Undergraduate Society, Cornell University, February-May 2020

National Honor Society, Nathan Hale High School, 2018-2019

Student Government, Nathan Hale High School, 2015-2019

Career focus: Labor

MARK DAVIDSON

2461 Dickson Hall
Cornell University
Ithaca, NY 14853

Telephone: (607) 253-6201
E-Mail: mcd13@cornell.edu

OBJECTIVE

To engage in organizing activities through a summer internship with a labor union.

EDUCATION

Cornell University, ILR School, Ithaca, NY
Bachelor of Science in Industrial and Labor Relations
GPA 3.47 • Dean's List

Expected May 2023

Horace Mann High School, St. Louis, MI
Top 10% of class
National Senior Honor Society, Horace Mann High School Chapter

Graduated May 2019

HONORS/AWARDS

Two-time national qualifier in speech and debate competition
Ranked 26th in U.S. in Foreign Extemporaneous Speaking
Xerox Corporation Book Award for work in humanities in high school
Two-time runner-up at State Competition for Mock Trial
National Forensics League Award of Superior Distinction
Lawrence Feldman Memorial Award
(for best exemplifying teamwork without regard for personal gratification)
Quill and Scroll Broadcast Journalism Award

June 2018 and June 2019
June 2019
May 2019
March 2018 and March 2019
June 2018
June 2017
March 2017

LEADERSHIP SKILLS

Graduation Speaker (elected), Horace Mann High School Class of 2019
President, National Forensics League, Horace Mann High School Chapter

June 2019
2019

COMMUNITY SERVICE/SCHOOL ACTIVITIES

Varsity Speech Team, Cornell University Forensics Society
Circle K Community Service Organization, Cornell University
National Qualifier and New York State Extemporaneous Speaking Champion
ILR Ambassador (provide information to prospective ILR students)

January 2020 to Present
January 2020 to Present
April 2020
Fall 2019 to Present

WORK EXPERIENCE

Line Worker, Waterway Gas & Wash Company, St. Louis, MO
Seniro Student Advisor, Learning Consultants Inc., St. Louis, MO
Camp Counselor, Jewish Community Center Association, St. Louis, MO

Summers 2018 and 2019, Winter 2020
Fall 2018
Summer 2019

COMPUTER SKILLS

Proficient with Microsoft Office Suite, Publisher, and Adobe InDesign

Career focus: Research

ALEXANDRA SMITH

CONTACT

 516/393-7717
 ars14@cornell.edu
 288 Forest Avenue Apt 4J
Queens, NY 11226

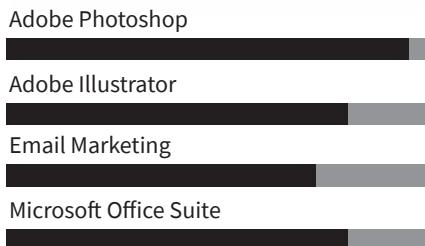
EDUCATION

Cornell University
College of Architecture, Art, and Planning
College of Engineering
Bachelor of Fine Arts in Painting
Bachelor of Science in Geological Sciences
May 2020
GPA 3.63; Dean's List Three Semesters

LANGUAGES

- French (fluent)
- Haitian Creole (fluent)
- Spanish (basic)

SKILLS



AWARD

National Society of Collegiate Scholars
Science Technology Entry Program Scholarship
New York State Merit Scholarship
Top Senior in Queens School District
2016

RESEARCH EXPERIENCE

Undergraduate Research, Department of Geological Sciences
Cornell University || Ithaca, NY || Spring 2020

Explored physical and chemical processes that produce ore deposits by modeling their formatting using computer codes. Learned finite difference, finite element, and chemical foundations needed to understand how programs work. Monitored activities of fluid-flow, geochemical, and hydrological modeling team.

Soil Physics Research, Department of Crop and Soil Sciences
Cornell University || Ithaca, NY || Fall 2018 – Spring 2019

Prepared soil samples for routine physical analyses. Measured soil porosity and hydraulic conductivity. Performed other related laboratory tasks as necessary.

TUTORING EXPERIENCE

Tutor, Diversity Programs in Engineering
Cornell University || Ithaca, NY || Spring 2020

Tutored students in the Engineering College on first-year general chemistry. Assisted with homework and laboratory reports.

Mentor/Tutor, Paul Scheurs Memorial Program
Ithaca Youth Bureau || Ithaca, NY || Spring 2019

Volunteered as mentor to children in Ithaca community. Tutored individually in mathematics and science. Aided in preparing artistic activities and planning field trips.

ACTIVITIES

AAP Minority Student Organization (Secretary) Cornell
Cornell University || Ithaca, NY || Fall 2019 – Spring 2020

Christian Mission Trips
Panama || 2016, 2018, 2019

Traveled to different areas of Panama to build health clinics and teach art lessons to children.

Career focus: Finance

Jennifer Quintana

jq25@cornell.edu

Current Address

420 Oak Avenue, Apt. 5
Ithaca, NY 14853
(607) 257-8989

Permanent Address

Via Bajada 5,12,20
46010, Valencia, Spain
(96) 431-2200

EDUCATION

Cornell University, S.C. Johnson College of Business, Ithaca, NY

School of Hotel Administration, May 2020 • Cumulative GPA: 3.74

Concentration: Corporate Finance • Concentration GPA: 4.00

Dean's List • Golden Key International Honour Society

Cornell University, International Business Program, Ithaca, NY, Summer 2019

Seven-week, twelve-credit certificate program designed to explore international business issues

RELEVANT COURSES

Finance	Corporate Finance	Finance and Managerial Accounting
Statistics	International Marketing	International Financial Management
Micro- and Macro-Economics	International Economics	Advanced Hospitality Accounting

EXPERIENCE

Deutsche Banc Alex. Brown, New York, NY

January-July 2019

Equity Research Analyst

- Assisted Senior Equity Research Analysts covering lodging, timeshare, and skiing industries
- Conducted pricing integrity study to investigate yield management practices of fifteen hotel brands
- Performed research and wrote Initial Coverage reports on one vacation rental and three skiing companies
- Attended quarterly earnings conference calls and wrote FirstCall notes on companies' financial performance
- Updated economic value added (EVA) analysis of lodging C-Corps and lodging REITs
- Assisted in developing revenue and earnings models for vacation rental and skiing companies

Priceline.com, Stamford, CT

Summer 2018

Financial Analyst

- Assisted Chief Financial Officer in creating business proposals for prospective airline partners
- Analyzed internal budgets and prepared summary reports for department heads
- Prepared monthly financial statements for firm and two sister companies
- Assisted Deloitte audit team in annual review of organization
- Participated in company presentation at 2017 Information Industry Investor Conference in New York City

Morgan Stanley Smith Barney, Ithaca, NY

Summer 2017

Research Analyst

- Assisted Vice President with projects implementing Bloomberg and LexisNexis
- Researched and compiled data on securities to investigate their volatility trends
- Prepared portfolio, income, and cash flow analyses for clients
- Conducted daily presentations on current market conditions and evaluated potential effect on securities
- Analyzed growth trends and revenue streams for start-up high-tech enterprises

SKILLS AND ACTIVITIES

Financial	FactSet, EDGAR, NewEdge, Alpha Accounting System Morgan Smith Barney Securities Database
Computer	Excel, PowerPoint, Adobe InDesign
Languages	Fluent in Spanish and German; proficient in French
Eurosim 2017	Minster of agriculture for Spain in seven-day Model European Community simulation held in offices of European Parliament in Brussels
Hotel Ezra Cornell	Function Manager for reception "Le Monde est Vous" at student run hotel weekend

Career focus: Human Resources

WEIJIN (KIM) WANG

ww72@cornell.edu

Current address: 614 East Street, Apartment #3 • Ithaca, NY 14850 • 607/257-6913
Permanent address: 16 Eastview Lane • Buffalo, NY 14120 • 716/268-4132

EDUCATION

Cornell University, ILR School, Ithaca, NY
Bachelor of Science in Industrial and Labor Relations, May 2020
Cumulative G.P.A. 3.76 • Dean's List all semesters

RELEVANT COURSES

Staffing, Training, and Development • Macro/Micro Organizational Behavior • Macro/Micro Economics • Labor and Employment Law • Human Resources Economics and Public Policy • Employee Relations • Staffing Organizations

WORK EXPERIENCE

Dell, Inc., Austin, TX

Spring/Summer 2019

Staffing Intern

Benchmarked competitor student programs including compensation rates • Designed student program survey; analyzed and presented results • Prepared competitive analysis for student program pay rates and entry-level pay rates for non-exempt employees • Conducted training on student programs, resume writing, and behavioral interviewing techniques • Planned and executed Dell's presence at national and regional career fairs • Conducted interviews and selected candidates for campus recruiting positions • Analyzed and communicated strategy for college rankings

School of Industrial and Labor Relations, Ithaca, NY

Fall 2018/Fall 2019

Teaching Assistant, Statistics 2110

Led weekly discussion sections with twenty students • Graded weekly homework assignments • Held weekly office hours to review students' questions • Proctored and graded examinations • Responded to e-mail and telephone inquiries from students

Uris Library, Ithaca, NY

Fall 2016-Fall 2019

Reference Assistant

Proofread text written by head librarian • Handled data entry of statistics • Performed general office tasks

Law Offices of Bartolomei & Associates, Niagara Falls, NY

Summer 2018

Legal Assistant

Screened all incoming calls for entire staff • Initiated outgoing calls as requested • Scheduled court dates, depositions, and other activities of attorneys • Prepared legal documents (duplicating, binding, and notarizing) and mailed to courts, defendants, plaintiffs, and other lawyers • Performed general administrative duties to ensure efficient daily operation of office

TOPS Markets, North Tonawanda, NY

August 2014-August 2017

Front-End Supervisor/Cashier

Solved customer and cashier problems • Served as liaison between other cashiers and managers • Managed, trained, and supervised cashiers • Received Cashier of the Month Award for customer service and dedication • Verified contents of cash drawer at beginning and end of each shift

SKILLS

Microsoft Word, PowerPoint, Access, and Excel • Adobe InDesign • LexisNexis • Photoshop

AWARDS

Cornell Tradition • NYS Merit Scholarship • Cornell Club of Greater Buffalo Scholarship

ACTIVITIES

Alpha Omicron Pi Sorority, Social Chairperson (Fall 2018), Alumnae Relations (Spring/Fall 2017) • ILR Student Advisor • Society for Human Resource Management (SHRM) • Attended 2019 SHRM National Conference in Las Vegas, NV

Career focus: Marketing

JULIA P. GORDON

321 W. Buffalo Street, #2A
Ithaca, NY 14850
(607) 272-8181
jpg322@cornell.edu

12381 Lakewood Avenue
Syracuse, NY 13201
(8315) 358-1226

EDUCATION

Cornell University, College of Human Ecology, Ithaca, NY
Bachelor of Science and Apparel Design, expected May 2020
Concentration in Apparel and Textile Management
Overall GPA: 3.45, Major GPA: 3.72; Dean's List three semesters

Fasion Institute of Technology, New York, NY
Classes in Advertising Degisn and Textile Surface Design, Summer 2018

EXPERIENCE

Summer 2019

New York & Company, New York, NY
Marketing/Merchandising Intern, Sports Collections Department

- Prepared and maintained weekly size, color, and related selling reports for key department items
- Developed merchandise test forms; followed up on test merchandise
- Contributed to department and company-wide meetings
- Attended seminars on marketing strategies
- Participated in store's daily activities, including assisting sales associates and interviewing customers about preferences

Spring 2019

Benjamin Peters Clothing Store, Ithaca, NY
Marketing Coordinator for Independent Study Project

- Designed market survey and analyzed responses to create complete store marketing plan
- Proposed social-media advertising strategies to target college students
- Collaborated with store manager and brand identity team to create store image

Fall 2018

Cornell University, College of Agriculture and Life Sciences, Ithaca, NY
Public Speaking Teaching Assistant

- Lectured to 100+ class in absence of professor; prepared two complete lectures
- Evaluated and provided feedback on student outlines and speeches
- Graded prelim examinations with quick turn-around time
- Modeled effective public speaking skills to class

Spring 2015, 2018

Design Days, College of Human Ecology, Ithaca, NY
Co-Chair, Weekend Design Days Program

- Coordinated weekend events for prospective students and parents visiting the Fiber Science and Apparel Design (FSAD) Department and the College of Human Ecology
- Developed and supervised group project on creating concept board
- Participated in student panels focusing on FSAD department and student life
- Increased student involvement by 20% and generated enthusiasm for showcasing FSAD department to visitors

Summer 2017

Citibank, Long Island, NY
Corporate Communications Intern

- Coordinated vendor and client orders to improve department productivity
- Compiled expense reports and calculated exchange rates from manager's Asian Tour

ACTIVITIES

Cornell Design League, Vice President • Human Ecology Ambassador • Kappa Alpha Theta Sority, Rush Chair • Orientation Counselor • Golf • Travel

COMPUTER SKILLS

Microsoft Office Suite • Outlook • Adobe InDesign • Photoshop • Graphic Design

Career focus: General Business

ELIZABETH J. SIMPSON
ejs41@cornell.edu • 607/277-4529

EDUCATION

Cornell University, Ithaca, NY
Bachelor of Science, May 2020
Economics Major • Business Management and Marketing Minor
GPA: 3.42

University of London, London, England
2018-2019 Junior Year Abroad, Economics Courses

**HONORS/
AWARDS**

Dean's List • Cornell Tradition Fellowship • Eastman-Rice Persuasive Speaking Competition,
Second Place • Service Merchandise Business Scholarship

**RELEVANT
EXPERIENCE**

Management Assistant Summers 2018, 2019
Pine Bush Eye Associates, Pine Bush, NY
Implemented computerized account and recall systems for optometric practice, increasing accounts receivable by \$9,000 and appointment recall by 30%. Created computer and specialty software user's manual. Trained and supervised staff in computer usage. Suggested troubleshooting methods, saving practice 10 staff-hours and \$100 in materials monthly. Calculated insurance co-payment schedules.

International Market Research Assistant January-June 2019
Fuglers Advertising & Marketing, London, England
Conducted online and telephone research to identify new international business prospects. Identified 15 German-based companies that could save 35% in advertising costs by dealing with Fuglers. Created prospective client database for company to target.

**ADDITIONAL
EXPERIENCE**

Teaching Assistant, Business & Professional Speaking Fall 2019
Department of Communication, Cornell University, Ithaca, NY
Researched business-related topics and lectured to class of ~80 students. Demonstrated persuasive business communication. Evaluated student speeches; provided constructive criticism. Assisted in writing examinations. Graded outlines, self-evaluations, papers, and examinations.

Demographics Intern September-December 2018
TGE Demographics, Ithaca, NY
Designed and presented demographic mapping software demonstrations for New York State Geographic Information Systems (GIS) Conference. Researched customer income and spending, identifying high-growth markets for clients. Used commercial data to construct competition profiles.

**COMPUTER
SKILLS**

Access • Microsoft Office Suite • FileMaker Pro • Adobe InDesign • LexisNexis
SAS • Bloomberg

**ACTIVITIES/
INTERESTS**

Empathy, Assistance, and Referral Service (EARS), Steering Committee • Cornell Ambassadors Business Skills Development Society • New Student Orientation Counselor • Delta Delta Delta Sorority • University of London Debating Team • Extensive travel in Eastern and Western Europe, South Pacific, and Far East

Career focus: Research (Ph.D. Student)



CONTACT



412.498.2111



RK390@CORNELL.EDU



33 FAIRVIEW COURT
PITTSBURGH, PA 19021

EDUCATION

Cornell University

Doctor of Philosophy (Ph.D)
Major Field: Neurobiology
Minor Field: Neurochemistry
Advisors: Profs. D. Yatik, T. Kalthur
Expected May 2023

Cornell University

Bachelor of Arts in Psychology
Concentration in Biopsychology
magna cum laude
May 2018

COURSES

- Genetics
- Physiology
- Biochemistry
- Neurobiology
- Physics
- Evolutionary Biology
- Organic Chemistry
- Advanced Calculus
- Statistics
- Computer Science

ACTIVITIES

- Student Academic and Peer Advisor
- Student Health Alliance Committee

RAHUL KAPOOR

Research Professional

RESEARCH EXPERIENCE

Graduate Assistant, Neurobiology and Behavior Department Cornell University || Ithaca, NY || 2018 – Present

Wrote paper on neurobiological and behavioral impacts of prenatal cocaine exposure. Investigated effects of cocaine on noradrenergic receptors within fetal pre-frontal cortex of the rat; studied long-term cognitive changes resulting from prenatal cocaine exposure. Designed and implemented experimental paradigm and analyzed results.

Research Assistant, Psychology and Nutrition Departments Cornell University || Ithaca, NY || 2017 – 2018

Determined neurobehavioral and cognitive deficits produced by childhood low-level lead exposure. Researched efficacy of meso-2,3-dimercaptosuccinic acid (DMSA) as possible chelation agent.

Biological Aide, National Heart, Lung, and Blood Institute

National Institutes of Health || Bethesda, MD || Summer 2017

Researched effects of high frequency, intratracheal pulmonary ventilation on subjects with acute respiratory distress syndrome. Performed surgical techniques and intensive care medicine on animal models (sheep). Assisted in evaluation, writing, and analysis of data using multivariate statistics.

TECHNICAL SKILLS

Laboratory

Maintaining and purifying cell and tissue cultures, plasmid amplification, media preparation, electrophoresis, IR, spectropometry, chromatography, enzyme assays, radioimmunoassay, jemagglutination, and hemolysis assay.

Animal Care

Arterial and venous cannulation, endotracheal intubation, anesthetization, tracheotomy, emergency medical and surgical procedures, collection of blood samples, administration of injections, and animal autopsy.

Lab Instruments

Light microscope, centrifuges, precision balance, blood gas analyzer, X-ray equipment, electrocardiogram. CP-100 pulmonary monitor, Servo 900 ventilator, Gould Strain gauge transducer, and oscilloscope.

Computer

SAS, Microsoft Office Suite, Access.

VOLUNTEER EXPERIENCE

Docent

Herbert F. Johnson Museum || Ithaca, NY || 2017 – Present

Participate in curation and provide tours of art exhibits designed for children.

First Aid, CPR, and Professional Rescue Instructor

American Red Cross || Ithaca, NY || 2016 – Present

Prepare and conduct class instruction on CPR and first-aid rescue techniques.

Career focus: Marketing

STEPHEN R. MICHAELS

874 Linden Avenue, Apartment 16, Ithaca, NY 14850
(417) 397-5852 | jq25@cornell.edu

EDUCATION

Cornell University, Ithaca, NY

Bachelor of Science in Policy Analysis and Management, expected May 2020

- Minor in Marketing; Concentration in Media
- GPA: 3.42; Major GPA: 3.53

PROFESSIONAL EXPERIENCE

Advertising Research Foundation (ARF), New York, NY

Summer 2018

Intern, Business Development and Councils Program

- Generated revenue through event registrations and member acquisition, including the Wharton School
- Analyzed impact of advertising research for various members, such as NBC Universal
- Assisted with copy writing and copy editing of ARF Council materials

Marc Ecko Enterprises, New York, NY

Summer 2017

Marketing and E-Commerce Intern

- Developed strategic promotional initiatives for leveraging specific consumer channels to enhance online sales
- Maintained and developed social media networks to increase brand recognition across different merchandise lines
- Initiated and conducted analysis of advertising and marketing campaigns across multiple brands and platforms

Dixon Schwabl, Inc., Rochester, NY

December 2016-January 2017

Intern, Marketing

- Gathered relevant information from consumers to create marketing plans and pitch books
- Collaborated with directors of Advertising, Public Relations, and Interactive Media

UNIVERSITY WORK

Cornell Daily Sun

January 2017-Present

Advertising Associate

- Work directly with clients to sell, process, and place advertisements on daily basis
- Produce revenue stream for print advertisements from both national and local advertisers

Cornell Career Services

August 2017-Present

Peer Advisor

- Research, produce, and promote LGBT resource materials for students and the Cornell community
- Compile and assess alumni-student extern program review

Communications Lab, Cornell University

August-December 2017

Undergraduate Research Assistant, Professor Marianella Casasola

- Studied efforts of perceived audience on extroversion/introversion in virtual and face-to-face settings

ACTIVITIES AND LEADERSHIP

- **Human Ecology Ambassadors**, select group of students who represent the College; Interview Committee Member
- **Phi Gamma Nu, Professional Business Fraternity, Rush Co-Chair**, Cornell University
- **Goldman Sachs Pride Summit**, New York, NY, November 2018
- **Out for Undergraduate Business Conferences**, New York, NY, October 2017 and 2018
- **IvyQ**, Ivy League LGBT conferences at the University of Pennsylvania, February 2018 and 2019

SKILLS AND INTERESTS

Skills: Proficient in Microsoft Office (Word, Excel, PowerPoint), AdPro, AdForces5, N-Touch, iMIS, InDesign

Interests: Volunteering, traveling, running

DANIEL
SAMSON
EPPS

+1 469.744.7352
SDE88@CORNELL.EDU
SKYPE: SAMSONEPPS

EDUCATION

Cornell University / Ithaca, New York / 3.48 GPA
Master of Architecture, 2020
Texas Tech University / Lubbock, Texas / 3.84 GPA
Bachelor of Science in Architecture, 2012
Bachelor of Arts in Sociology, 2012

SKILLS

leadership
construction administration + verbal communication
tactile
model making + sketching + carpentry
digital
Rhino + Grasshopper + Illustrator + InDesign +
Photoshop + AutoCAD + SketchUp
analytical
design development + schematic design + design
research + urban analysis and design

EXPERIENCE

- Cornell University**
College of Architecture, Art, and Planning
Freelance Graphic Designer
Ithaca, New York / November 2019
- Designed schedule leaflet for 2018 Open House
- Jason David Smith**
Designer + On-Site Project Manager
Dallas, Texas / 2015–17
- On-site construction administration (8 months)
 - Fabrication administration
 - Shop drawings
 - Construction and engineering documents
 - Researched and procured building materials
 - Negotiated construction pricing
- BGO Architects** / Intern Architect
Dallas, Texas / 2014–15
- Construction drawings and presentation work
- Jason David Smith** / contract work
Dallas, Texas / February–March 2014
- Construction drawings
- Shipley Architects** / contract work
Dallas, Texas / August–September 2013
- Numerous roles as sole employee of small firm
- Max Levy, FAIA** / contract work
Dallas, Texas / July–August 2013
- Invited to produce presentation drawings
- Max Levy, FAIA** / Student Intern
Dallas, Texas / June–August 2012
- Presentation graphics for AIA design competition

MEMBERSHIPS

NCARB
2886 IDP hours (61% complete) / 2013–present

AIAS
Texas Tech University / 2009–13
Cornell University / 2018–Present

Associate AIA / Dallas, Texas
2013–17

Tau Sigma Delta / Upsilon Chapter
Honor Society in Architecture + Allied Arts
Vice President / 2012–13

Alpha Kappa Delta / Sociology Honor Society
2011–13

PUBLISHED WORK

Presentation drawings for Max Levy, FAIA
Bart Shaw, AIA, “Ranch Pragmatism”
Texas Architect 61, no. 3 (2013): 61

Passage du Caire, final project for Design Studio VI,
Texas Tech University, Summer 2012

CRoP 03 (2013): 66-9

Dean’s Cup design competition entry,
Texas Tech University in collaboration with Alex
Bingham and Kiowa Sibley-Cutforth
CRoP 02 (2012): 212-13

Untitled sketch
CRoP 02 (2012): 77

HONORS

**Presented studio project to Cornell University
President** / Fall 2017

Winning competition entry / Dean’s Cup / Texas Tech
University / 2013 / in collaboration with Alex Bingham
and Kiowa Sibley-Cutforth

Career focus: Technology

Peter M. Yokohama

pmy9001@cornell.edu

Current Address

112 Sage Place, Room 911
Ithaca, NY 14850-4479
(607) 277-5332

Pernament Address

134 West 53rd Avenue
Vancouver, BC, Canada V5Y 2W2
(778) 320-7097

OBJECTIVE A full-time software-development position, preferably related to systems or web applications

EDUCATION **Cornell University, College of Engineering**, Ithaca, NY
Master of Engineering in Computer Science

The University of British Columbia, Vancouver, BC, Canada
Bachelor of Applied Science in Computer Engineering, with Distinction
Software Engineering Optin • Minor in Commerce

Honors and Awards Dean's List • Undergraduate Scholar Program Scholarship • Associationb of Professional Engineers and Geoscientists Scholarship • Alexander Memorail Scholarship • Golden Key International Honour Society

Relevant Courses Design of Distrbuted Software Applications • Advanced Topics on Computer Systems • System Security • Operating and File Systems • Introduction to Relational Databases • Software Engineering Software Project Management • Empirical Methods in Machine Learning and Data Mining • Computer Graphics

RELATED EXPERIENCE **Programmer Anaylst** Summers 2018 and 2019
Northwood Pulp Mill, Canadian Forest Products, Prince George, BC, Canada

- Created two ASP.NET web applications: one for analyzing historical producation data stored in a database, and one for storing daily reports on environmental incidents.
- Maintained two other ASP web applications and made improvements based on user requests.
- Created over ten business reports in Crystal Reports (CR) format.
- Recognized as one of most knowledgeable CR developers within Pulp and Paper IT department.

Programmer Intern June 2017-May 2018

Denseisha Co. Ltd., Kumamoto City, Kumamoto Prefecture, Japan
• Designed, developed, and tested J2EE application for monitoring state of multiple web servers, using Seasar (dependency injection) and Hibernate (persistence).
• Implemented blogging feature on one of Oita Prefectural Tourist Association's websites.

Volunteer Programmer May-August 2015

Everlasting Business Solutions, Richmond, BC, Canada
• Programmed and tested Delphi-based application for scheduling appointments, developed associated user documentation.
• Wrote test plan and performed testing on two other software products.

OTHER EXPERIENCE **Service Center Assistant** September 2019-Present
Graduate & Professional Student Housing, Cornell University, Ithaca, NY

International Affairs Committee Member Junly 2017-May 2018
Kumamoto Yamanami Rotaract Club, Kumamoto City, Prefecture, Japan

Secretary September 2016-May 2017
Vanland Holdings Ltd., Vancouver, BC, Canada

ADDITIONAL SKILLS **Programming Languages:** C, C++, Delphi, Java (J2EE, J2SE), SQL, VB, VB.NET
Web Development: ASP, ASP.NET, ColdFusion, HTML, JavaScript, PHP, VD Script
Tools: Crystal Reports, Delphi Quick Reports, Impromptu, Matlab
Languages: Fluent in Japanese; Proficient in Cantonese and Mardarin

ACTIVITIES Association for Computing Machinery • Association of Professional Engineers and Geoscientists of British Columbia (Student Member)

Career focus: Consulting

Zhe (Candice) Xu

CONTACT

 516-227-1111

 zx02@cornell.edu

 1322 Hasbrouck Apartments
Ithaca, NY 14850

EDUCATION

Cornell University, Ithaca, NY
Ph.D. in Physics
December 2019
GPA 4.04/4.30

University of Hong Kong, Hong Kong
Bachelor of Science in Math and Physics
May 2014

Peking University, Beijing, China
Bachelor of Science in Business
May 2011

COURSES

- Game Theory and Business Strategy
- Executing Successful Corporate Strategy
- Management Cases
- Critical Thinking for Business Leaders
- Sustainable Global Enterprise
- Customer Relationship Management
- Statistics for Management
- Ethics and Corporate Culture
- Financial Markets and Institutions
- Investment and Portfolio Management

EXPERIENCE

Research Assistant, Department of Physics
Cornell University || Ithaca, NY || August 2014 – Present

- Lead team of three investigating pairing mechanism in novel Fe-base superconductors and analyzed data in 3-D matrixes with >1,000,000 cells; presented results at poster session during annual American Society of Physicists conference
- Co-authored two papers in *Science*
- Wrote Monte Carlo simulation code for stock options modeling geometric Brownian motion with jump diffusion; built database prototype in C++
- Practiced screening and multiple-factor modeling of portfolio selection in Excel; evaluated Starbucks Corporation by future-cash-flow model in Excel

Sales and Trading Intern
UBS Securities Japan || Tokyo, Japan || May – August 2019

- Analyzed 100 MB+ data from firm's proprietary database and Bloomberg to build time evolution of average correlation among Nikkei index components from 2012+2017
- Proposed trading strategy on index correlation away from its long-time average; built simulation for testing trading strategy by coding >300 lines of R code
- Interacted daily with traders on rotations through equity and fixed-income floors

Quantitative Analyst Intern
Asia Development Bank || Hong Kong || May – August 2017

- Summarized nine major Asian emerging markets with key market fixings, rates instruments, and regulations; presented findings to Managing Directors
- Ran regressions of Nikkei's volatility and return to study vol-by-strike (VBS) and vol-by-money (VBM) models; studied parameterization for model combining VBS and VBM
- Created Excel template to bootstrap onshore/offshore discount curves in Asian emerging markets, from overnight index swaps, non-deliverable forwards, and cross-currency swaps

Career focus: Consulting

Zhe (Candice) Xu - p. 2

SKILLS

➤ FINANCIAL MODELING

Monte Carlo Simulation



Regression Analysis



Statistical Analysis



Black-Scholes Model



Heath-Jarrow-Morton Framework



➤ COMPUTER

Linux Bash Scripting



MATLAB



SQL



R



AWARDS

Monroe Memorial Award Scholar

Awarded to an Outstanding Physics

Ph.D. Student – 2018

LANGUAGES

- English (fluent)
- Cantonese (fluent)
- French (fluent)
- Mandarin Chinese (fluent)

INTERESTS

- Hiking
- Astronomy
- Reading
- Cooking
- Traveling

EXPERIENCE... CONT'D

Overseas Education Consultant

International Education Center || Beijing China || 2014 – 2016

- Pitched organization's services at local secondary schools, landing 40 new clients for firm
- Persuaded 20 clients to seek postgraduate education overseas by sharing personal overseas study experience
- Devised foreign study plans for seven clients for degrees in the U.S.
- Coached clients through admissions process, resulting in admission to master's programs for four clients and full scholarship for doctoral study for one client

LEADERSHIP EXPERIENCE

Coach, Cornell International Tennis Club

Cornell University || Ithaca, NY || September 2014 – Present

- Lead practice for the "Tennis Beginners" which consists of players new to the sport
- Teach and demonstrate proper technique and assist players with rules and skills
- Arrange matches and tournaments between Cornell and other colleges and universities

President, Big Red Case

Cornell University || Ithaca, NY || August 2018 – May 2019

- Organized practice case competitions to prepare members for real case interviews in consulting, marketing, and human resources
- Collaborated with Treasurer to prepare budget and decides where to allocate funds for a club of 40+ members

Vice Chair, Chinese Students and Scholars Association

Cornell University || Ithaca, NY || August 2016 – May 2017

- Planned more than 15 events annually aimed at helping Chinese students integrate into the culture and academic life of Cornell
- Managed budget and produced annual report highlighting how funds were used to advance the Association's mission

In the United States, a curriculum vitae (CV) is a comprehensive document listing all of your professional positions, achievements, and activities. (Appropriately, *curriculum vitae* is a Latin phrase translated as “course of life.”)

What's the Difference Between a CV and a Resume?

A resume is limited to one or two pages, while a CV can range from two pages to over twenty pages, depending on how advanced you are in your career. As a result, you can have more flexibility with formatting. Moreover, a resume typically emphasizes your skills (i.e., the steps you took to accomplish a task). A CV may mention some skills, but the focus is more on the job titles and accomplishments during your academic and professional history, such as your publication record, teaching experiences, grants and awards, and conference presentations (Toolkit https://canvas.cornell.edu/courses/14918/pages/resumes-what-about-cv?module_item_id=365863).

What Opportunities Typically Require a CV?

You will need to present a CV when applying for the following types of employment:

- University teaching and research positions.
- Fellowships and grants.
- Certain U.S. federal government jobs.
- International positions.
- Positions with think tanks or NGOs.
- Research and development positions with some industrial employers.

What Do I Do When An Employer Asks for a CV?

Sometimes employers request CVs, but they are really looking for a skills-based resume. Clarify with the employer if they want a CV or a resume. For industry jobs, consider creating a hybrid CV/resume in which you emphasize your transferable skills for each position and include a full or partial publication list. In this case, your resume may extend to three pages instead of two.

If you are applying for a job abroad, sometimes the terms “CV” and “resume” are interchangeable. For more information on international CVs, refer to GoinGlobal (online.goingglobal.com) for country-specific CV/resume advice, and search for books in the CCS Career Library.

Where Can I Get Help With Creating a CV?

If you need to prepare a CV, meet with a career advisor in your career office or Barnes Hall to discuss how to develop one or to get a CV review. If you are applying for faculty positions, consult with your advisor and special committee members. Search the CCS Career Library for CV resources, for instance, *The Academic Job Search Handbook*, by Vick, Furlong, and Lurie.

What Does a CV Look Like?

An abbreviated CV example is included on the next page. This is a modification of the Rahul Kapoor resume on page 40; compare the two to see the differences in categories and level of detail.



Complete your Student Profile in Handshake to indicate your career interests. Then we can keep you informed of events and opportunities that might interest you.

Rahul Kapoor

415 Bryant Avenue, Apt. #6, Ithaca, NY 14850 • rk390@cornell.edu • (607) 277-8945

EDUCATION

Ph.D., Cornell University, Ithaca, NY	2023 (expected)
Major field: Neurobiology Minor fields: Neurochemistry, Physiology	
Research focus: Investigations into the Neurobehavioral Effects of Cocaine and Lead	
Advisors: Prof. D. Yatik (primary advisor); Prof. T. Kalathur; Prof. E. R. Lewis	
Bachelor of Arts, <i>magna cum laude</i> , Cornell University, Ithaca, NY	2018
Major: Psychology Minor: Biopsychology; Dean's List six semesters	
Honors Thesis: Prenatal Cocaine Exposure and its Neurobiological and Behavioral Impacts	
Advisor: Prof. W. Xu	

RESEARCH EXPERIENCE

Graduate Research Assistant, Psychology Department, Cornell University, Ithaca, NY	2018-Present
Research Assistant, Psychology and Nutritional Sciences Departments, Cornell University, Ithaca, NY	2017-2018
Biological Aide, National Heart, Lung, and Blood Institute, National Institutes of Health, Bethesda, MD	Summer 2017

TEACHING EXPERIENCE

Graduate Teaching Assistant, Psychology Department, Cornell University, Ithaca NY	2018-2020
Course: Introduction to Psychology	

PROFESSIONAL EXPERIENCE

Freelance Journal Article Copy Editor, Ithaca, NY	2016-Present
Teaching Assistant, Ithaca Child Care, Ithaca, NY	Summer 2015

PUBLICATIONS

- Johnson, W., Lewis, E.R., Salem, R.V., Kapoor, R., Rodriguez, S., and Yatik, D. "Neurobehavior, Cognitive Deficits, and Childhood Lead Exposure." *PLOS One* (2018), 6(2), 33088.
- Kapoor, R. and Yatik, D. "Behavioral Impacts of Cocaine Exposure." *Neuroscience* (2017), 171(5), 1266.
- Kapoor, R., Xu, W., and Yatik, D. "Lead Exposure in Children: A Review." *American Journal of Public Health* (2016), 99(2), 444.

CONFERENCE PRESENTATIONS

- Neurobehavior, Cognitive Deficits, and Childhood Lead Exposure. Oral presentation at 2019 American Association for the Advancement of Science Annual Meeting, Boston, MA, January 2019.
- Behavioral Impacts of Cocaine Exposure. Poster presentation at 2018 Society for Neuroscience Meeting, New Orleans, LA, February 2018.

GRANTS, FELLOWSHIPS, AND AWARDS

National Science Foundation Graduate Research Fellowship	2018-Present
Psi Chi Honor Society Inductee	2018
American Red Cross Scholarship	2017

LANGUAGES

Fluent in Hindi, Urdu, and Marathi; basic in spoken Tagalog

PROFESSIONAL MEMBERSHIPS

American Association for the Advancement of Science, Society for Neuroscience

REFERENCES

- Prof. D. Yatik, Neurobiology and Behavior Department, Cornell University, Ithaca, NY • dy233@cornell.edu • (607) 254-4667
Prof. T. Kalathur, Psychology Department, Cornell University, Ithaca, NY • tk21@cornell.edu • (607) 254-4656
Prof. E. R. Lewis, Physiology Department, Cornell University, Ithaca, NY • erl98@cornell.edu • (607) 254-5789



Cover and Other Letters

Cover letters can be an important component of your job-search materials to convey your value to employers. Not all employers request cover letters, but when they do your application isn't complete without one.

- Introduce yourself to prospective employers and motivate them to read your resume.
- State your career interests and highlight how your strengths relate to job responsibilities and/or organizations.
- Demonstrate your writing skills, professionalism, and courtesy.
- Reveal your personality and enthusiasm for the position, organization, and field.

You'll need to develop several types of letters. After you have drafted your letters, visit your college career office or Cornell Career Services in 103 Barnes Hall for assistance in strengthening them. Samples of different types of letters are found on pages 51-60 and in the *Career Development Toolkit* in Canvas. We recommend that you use the Letters tool in OptimalResume™ to build an effective cover letter. Most cover letters will be sent in e-mail format rather than as printed documents.

Information Interview Letters

Write to an individual working in a field that interests you to request an information interview. (Refer to the section on career networking beginning on page 7 to learn more about developing your career interests through information interviews.)

- The goal of your letter will be to arrange a meeting or phone call to learn about the person's work.
- State how you identified the person, what you would like to learn, and when/how long you would like to meet or talk with them by phone.
- Make it clear you are seeking information, rather than applying for a position.

Cover Letters

Letters of Inquiry

Explore employment possibilities through an inquiry letter when you are interested in working at an organization, but don't know if an opening exists.

- Target the organization's hiring needs by learning about tasks or positions for which you may be qualified.
- Visit the website and/or call the organization to obtain information.

Guidelines for Writing Letters

Reach your professional goals by preparing well-written and thoughtful letters.

- Learn the name and title of the person responsible for hiring in the department that interests you; address your correspondence to that person.
- Show that you are informed about the organization and knowledgeable about the job responsibilities.
- Describe how your qualifications meet the employer's hiring needs.
- Demonstrate your competence in communicating—a critical skill you would bring to the job.
- Refer in your opening sentences to a personal or professional contact who has directed you to the organization, if applicable.

Letters of Application

Write to a prospective employer in response to a specific job you have seen advertised or have identified through networking. These letters are often submitted through the employer's applicant tracking system (ATS).

- The cover letter should not summarize your resume, but instead should help entice the employer to offer you an interview.
- Motivate employers to read your resume and learn more about you.
- Make it clear why you are interested in the position.
- Draw attention to the evidence provided in your resume that you fit the job requirements.

Follow-Up Correspondence

Thank You Letters

Express appreciation to interviewers for meeting with you after information or job interviews.

- Re-state your interest in the field and the position.
- Recall aspects of the interview that were especially helpful or enlightening.

Speak with a career advisor if you have concerns about whether to send an e-mail message, a handwritten note, or a more formal letter, and how you should address your letter if you spoke with more than one person.

Decline an Interview Letter

It sometimes happens that you decide not to continue the job-search process with an employer. This could be when you receive an offer from a preferred employer or you decide after a first-round interview that a job wouldn't be a good fit. Be in touch with the employer promptly.

- Send an e-mail to the employer explaining that you are withdrawing from consideration; apologize for short notice if appropriate.
- Remove yourself from the interview schedule, if it's an on-campus interview. If it's too late to do this, notify the office hosting the interview.
- Thank the employer for offering the opportunity to interview and wish them success in filling the position.

Offer-Acceptance Letters

Respond promptly to the employer to communicate your pleasure at receiving the offer and your enthusiasm for joining the organization.

- For more information, see the Job Offers section on page 71.
- Confirm the terms and conditions of the offer, including salary, start date, benefits, etc.
- Request a written confirmation of the detailed offer if you have not received one.



Tip

Don't go into an interview unprepared! Get interviewing advice and schedule a practice interview with a CCS career or peer advisor. Use the Interviews tool in OptimalResume™ for more practice.

Offer-Decline Letters

Inform a potential employer immediately that you have decided to take another position.

- Pave the way for future opportunities with the employer and networking with individuals you met there through a cordial decline letter.
- Thank the employer for the offer and for the opportunity to interview.
- State that you have decided to decline the offer after careful consideration of your current interests and goals.
- For more information, see the Job Offers section on page 71.

E-mail Etiquette

Many of the sample letters in the *Guide* are set up as if printed letters. Job correspondence via e-mail is increasingly common, however, so keep these guidelines in mind:

- Use an appropriate subject header.
- Send your cover letter and resume—in pdf format—as attachments with a message in the body of the e-mail.
- Be professional and positive.
- Keep your e-mail message brief: “Dear Dr. XX, Thank you for speaking with me today regarding your exciting research on xxx and the possibility of an internship in your lab. I am attaching my resume and cover letter for your consideration.”
- Remember that the language in job-related messages should be more formal than in other e-mail messages. Do not start your message with a greeting of “Hey.”
- Avoid unusual fonts, abbreviations, and distractions at the bottom of your messages, such as cute signatures and quotes, or emoticons.
- Proofread your message and documents carefully before sending them to avoid spelling or grammatical errors, formatting problems, etc.
- Type your full name to “sign” your e-mail and use a professional signature line.



LETTER TIPS

Do

- ✓ Use standard business-letter format and generous margins.
- ✓ Single-space paragraphs and double-space between paragraphs.
- ✓ Address the individual by name and use his/her appropriate title.
- ✓ Include the person's full name if you don't know his/her gender (e.g., "Dear Pat Smith").
- ✓ Attract attention with a strong first paragraph. Limit letter to 3-4 short paragraphs.
- ✓ Refer to your attached resume.
- ✓ Highlight and expand upon the most relevant information in your resume, using specific examples.
- ✓ Use correct grammar.
- ✓ Ask someone to proofread letters to make sure they are error-free.
- ✓ Use high-quality bond paper and envelopes in white, ivory, or light gray if you are printing your letters.
- ✓ Remember to sign your letters.
- ✓ Keep copies of your letters.

Don't

- ✗ Use the passive voice.
- ✗ Include extraneous information.
- ✗ Repeat verbatim what's in your resume.
- ✗ Point out weaknesses or lack of experience.
- ✗ Begin too many sentences with "I."
- ✗ Use jargon or excessive wordiness.
- ✗ Exceed one page.
- ✗ Copy exact wording from letter examples in this *Guide* or in CCS's letter-builder tool.
- ✗ Assume spellcheck will identify all errors.
- ✗ Forget to sign your letters.
- ✗ Emphasize what you hope to get from the experience, instead, show what you can contribute.
- ✗ Start a job-related e-mail message with a greeting of "Hey."

321 Linden Avenue, #2A
Ithaca, NY 14850

January 10, 2020

Betsy Lydon, Outreach Director
Mothers and Others for a Livable Planet
40 West 20th Street, 9th Floor
New York, NY 10011

Dear Ms. Lydon:

As an environmental and sustainability sciences major at Cornell University, I have focused my studies on the connections between agricultural, environmental, and economic sustainability. The efforts of Mothers and Others for a Livable Planet to promote consumer choices that are ecologically sustainable and thus conserve natural resources are of great interest to me. I would therefore like to be considered for the consumer outreach and marketing specialist position advertised in Nonprofit Times. I enclose my resume for your consideration.

Through volunteer activities, I have promoted sustainable agriculture and environmental issues. As president of the Green Committee, I organized meetings, workshops, rallies, and Earth Day activities for the Cornell campus, and also established an environmental education curriculum for an after-school program. Last year, I helped found the Student Garden Group to introduce organic gardening to Cornell students and promote local agriculture to the Ithaca community. We ran produce stands at apartment complexes for economically disadvantaged families and senior citizens, and collaborated with Cornell Cooperative Extension to develop outreach programs.

A confident public speaker, I have participated in a training course for peer counselors, completed a course in oral communication, spoken at rallies and festivals, and worked as an educator in a variety of teaching situations.

I am eager to apply my knowledge and experience to an educational advocacy organization when I graduate in May. My experience and skill set seem closely aligned with what you are seeking for the consumer outreach and marketing specialist position. I will call you next week to schedule a time to discuss my interest in increasing public awareness about ecological agriculture and environmental conservation at Mothers and Others for a Livable Planet. Thank you for your consideration.

Sincerely,



Jean Crawford
CALS '20

Enclosure: Resume

E-mail Sample

Date: December 10, 2019
To: Brian Saed, Director of High School Programs, The Princeton Review
From: sst48@cornell.edu
Subject: Assistant Director Position
Attachment: Sam Thomas Resume

Dear Mr. Saed:

Following my graduation from Cornell University next May, I am eager to work with a progressive organization such as The Princeton Review. The scope of your training program and philosophy of customer service are impressive. Please consider me for the Assistant Director position you advertised through Cornell's job-posting system.

As an undergraduate, I have gained considerable managerial and supervisory experience. While an administrative intern at a nursing home, I made significant contributions to the efficiency of the organization by analyzing the functions of seven departments and developing administrative systems to coordinate the efforts of 48 staff members. As program assistant in a Cornell residence hall, I supervise six resident advisors who, in turn, have responsibility for 200 students.

The analytical skills I have acquired as a biology major, as well as my practical managerial experience in a variety of positions as reflected on the attached resume, would enable me to contribute to The Princeton Review. I would welcome the opportunity to discuss my qualifications with you and will contact you within a week to arrange a time to meet. I will be available between December 26 and January 22, and on Thursdays or Fridays beginning January 26. Thank you for your consideration.

Sincerely yours,
Sam Thomas
Biological Sciences '20
(607) 273-2987

On-Campus Recruiting

201 Maple Avenue, Apt. #A2
Ithaca, NY 14850
October 2, 2020

Mary Ellen O'Connor
Recruiting Coordinator
McKinsey & Company
55 E. 52nd Street
New York, NY 10022

Dear Ms. O'Connor:

While attending the McKinsey information session at Cornell University on September 29, I was impressed by McKinsey's commitment to diversity and recent focus on international sustainability issues. I am passionate about joining a company with these values. After I graduate from Cornell University in December with a Ph.D. in history, I would like to use my strong analytical, communication, and leadership skills to address high-impact problems. Therefore, I am submitting my application for the Associate position as advertised on the McKinsey website.

My analytical skills, developed during my dissertation research on female suits of armor in the Renaissance age, will be an asset in understanding the scope of a client's problem and providing recommendations. During my research project, I became adept at quickly reading and synthesizing large amounts of information to formulate a coherent argument, asking insightful questions to uncover new areas of inquiry, and analyzing an idea and coming up with counter-arguments. I am eager to apply these skills in reading information about a client's problem, interviewing clients, identifying areas of weakness, and researching potential solutions.

Since the success of McKinsey Associates depends on superb communication and leadership skills, my work as a teaching assistant and with the Graduate History Association will be invaluable as an Associate. As a teaching assistant for five Cornell courses, I became skilled at communicating complex information to a general audience. From teaching the principles of writing to first-year students, I am confident that I will write clear, well-reasoned reports for clients. These communication skills enhanced my leadership abilities both as a teacher and as president of the Graduate History Association, in which I developed additional leadership skills and served as a liaison between faculty and students to promote five new academic collaborations.

Working with a dynamic, global company such as McKinsey requires the independence, resourcefulness, and creativity I have demonstrated during my time at Cornell. I would welcome the opportunity to discuss the Associate position at McKinsey at your convenience, and enclose my resume for your consideration.

Very truly yours,



Nandini Gupta

Enclosure: Resume

On-Campus Recruiting E-mail Sample

Date: October 1, 2019
To: David R. Guzman, Vice President, Information Technology, Morgan Stanley
From: sjk49@cornell.edu
Subject: On-Campus Interview
Attachment: Stephen Kaufman Resume

Dear Mr. Guzman:

I am extremely interested in Morgan Stanley's Information Technology training program and would like to meet with representatives of the firm when they are at Cornell for interviews. I am especially drawn to Morgan Stanley's hands-on approach to training and emphasis on team-building. I am confident that my skills and abilities could contribute to solving business problems through technology.

As an assistant at David Lerner Associates last summer, I concentrated on the development of financial management software that will significantly streamline the company's business practices. In other work experiences detailed on the attached resume, I designed programs, developed cost-efficient methods of implementation, and trained users. In a number of these positions, I have managed large budgets, including approving expenditures and maintaining accounts.

An announcement of the position indicates that successful candidates in the Information Technology area will have demonstrated quantitative and analytical ability, a desire to work in a team-oriented environment, and a strong interest in business. I believe my background matches these job requirements, and that I would be successful in the firm's rigorous program. I look forward to speaking with representatives of the firm when they visit Cornell on October 24.

Sincerely yours,

Stephen Kaufman
Cornell University | Bachelor of Arts '20
Information Science
516-449-5311

Inquiry E-mail Sample

Date: February 12, 2020
To: Alden Winthrop, Partner, Booz Allen Hamilton, Inc.
From: icm44@cornell.edu
Subject: Training Program Inquiry
Attachment: I. Misek Resume

Dear Mr. Winthrop:

I am writing at the suggestion of Eileen Mineo, partner at Booz Allen Hamilton in Boston, to inquire about the research associate training program in the New York office. Through discussions with Ms. Mineo and my own research of the consulting field, I have learned a great deal about Booz Allen's approach to management consulting. Following my graduation from Cornell University in May, I would like to work in a well-established consulting firm and am drawn to Booz Allen's combination of excellent classroom instruction and rotational assignments exposing trainees to both strategy and government consulting.

Through my studies at Cornell, I have learned to focus on a problem and find the solution. I have completed course work in statistics and econometrics to sharpen my ability to analyze data and interpret financial reports. In addition, I have held an internship at Morgan Stanley Smith Barney and sorority leadership positions that have strengthened my ability to juggle many responsibilities and prioritize tasks, handle pressure, and communicate effectively with my supervisors and colleagues.

As reflected on the attached resume, my strong academic record at Cornell, internship in the investment field, and leadership demonstrate a high level of motivation. I would welcome the opportunity to discuss my qualifications for the research associate training program and will call in a few days to determine if we can find a mutually convenient time to meet. Thank you for your consideration.

Very truly yours,
Irina Misek
Pronouns: She/Her/Hers
607-358-4141

Summer Job

614 University Avenue
Ithaca, NY 14850
December 10, 2019

Dr. Virginia Mulvaney
Weill Cornell Medicine
1300 York Avenue, Room E400
New York, NY 10021

Dear Dr. Mulvaney:

After reading the description of your research in the Department of Neurology and Neuroscience bulletin, I am fascinated by the multidisciplinary research approach you are using to investigate how the psychology of reward is affected by both neuronal pathways and cellular physiology in the forebrain regions. I have studied psychology and biology at Cornell for two years and would welcome the opportunity to apply my knowledge as a biomedical research assistant on your team this summer.

As my resume indicates, I am experienced with a number of laboratory techniques, including maintaining and purifying cell and tissue cultures, media preparation, electrophoresis, chromatography, and enzyme assays. While my research experience has been limited to classroom experiments designed to produce desired results if performed correctly, I understand that working in a research laboratory requires discipline and perseverance to perform mundane tasks repeatedly and carefully. My strong academic record in neurobiology, physiology, and psychology further demonstrates my motivation, as well as an ability to understand and support your research goals.

I will call you next week to see if we can schedule a time to discuss my interests and qualifications. I will be in New York for winter break from December 19 to January 23, and could meet at your convenience during that period. I look forward to speaking with you.

Sincerely yours,



Daniel Gonzalez

Enclosure: Resume

E-mail Sample

Date: January 23, 2020
To: Susan Gable
From: hn876@cornell.edu
Subject: Prof. Liza Eden's Student at Cornell Seeks Information Interview

Dear Ms. Gable:

When I spoke recently with my Cornell master's degree advisor, Professor Eden suggested you might be willing to talk with me regarding my interests in the science policy arena. Through participation in Cornell in Washington as an undergraduate, and a recent internship at the Institute for Science, Engineering, and Public Policy, I have discovered an interest in communicating science policy to the general public.

Anticipating my graduation in May, I am in the early stages of my job search and hope to speak with professionals in the science policy field for some guidance. I'm interested in learning about your career path as well as how you approached your job search upon completion of your graduate degree. Additionally, I would be interested in your thoughts on the types of positions I might be suited for based on my educational background and interests.

I will contact your office next week to discuss the possibility of scheduling a twenty- to thirty-minute telephone information interview. Thank you for your consideration. I look forward to speaking with you.

Sincerely,
Huy (Sam) Nguyen '20
College of Human Ecology
Policy Analysis and Management
Pronouns: He, Him, His
607-555-1212

Job Interview E-mail Sample

Date: February 15, 2020
To: John R. Lawrence, Vice President
From: wrp700@cornell.edu
Subject: Thank You for Your Consideration
Attachment: Research Project Summary

Dear Mr. Lawrence:

I thoroughly enjoyed meeting with you and your staff yesterday when I interviewed for the financial analyst position. The discussions were highly informative, and I was impressed with the planned addition of a mentoring component to the training program. This is precisely the kind of training program I am seeking.

My visit strengthened my interest in the financial analyst position and my enthusiasm for working at Reed Parker and Lehman. I believe that my major in economics, my leadership position in the student business association, and an internship with Goldman Sachs last summer have prepared me to make a significant contribution.

As you requested, I am enclosing a summary of the research project I completed in a course in financial economics. Please do not hesitate to call me at (607) 269-1824 if I can provide additional information. I look forward to hearing from you soon. Thank you again for your time and the courtesy you extended to me.

Sincerely,
Wendy Peterson
ILR School '20 | Cornell University
Pronouns: She | Her | Hers

Information Interview - E-mail Sample

412 Linden Avenue, Ithaca, New York 14850

September 21, 2019

Mr. Paul S. James
371 Connecticut Avenue, Suite 56
Columbus, Ohio 43085

Dear Mr. James:

Thank you for taking time to talk with me last Wednesday. I enjoyed your introduction to the career-development field and appreciated the useful information you provided.

On your recommendation, I will contact your colleague and co-author, Ms. Janice Williams, as a follow-up to our discussion. I look forward to speaking with her in the near future. Also, your referral to Alan J. Pickman's Special Challenges in Career Management has already proved helpful.

I appreciate your help and will keep you informed of my career progress.

Sincerely yours,



Linda Mills

Information Interview - E-Mail Sample

Date: January 30, 2020
To: Maurice Blair, Managing Editor, The Wilson Quarterly
From: sjg334@cornell.edu
Subject: Information Interview

Dear Mr. Blair:

Thank you for taking time to meet with me to discuss your career path in magazine publishing and possible strategies for entering the field. I found the information you provided about additional skills to complement my writing ability to be especially useful.

Our conversation reinforced the importance of gaining work-related experience to be competitive for entry-level employment in this field. Based on your recommendations, I have set up an appointment with the editor of *Ezra*, Cornell's quarterly magazine, to discuss an internship. I have also contacted Jason Winters in the Marketing group. I appreciated these suggestions and will keep you informed of the outcome of these efforts.

Again, thank you for sharing your time and insights; it was a pleasure talking to you. I have thoroughly enjoyed the issue of *The Wilson Quarterly* you gave me and found the article on the Victorians to be particularly fascinating. I will be sure to look for the next issue when it arrives in the library.

Best regards,
Seth Greenfield
College of Agriculture and Life Sciences
Candidate for Bachelor of Science '21
Natural Resources Major



Interviews

A job interview provides an opportunity for an employer and candidate to meet, assess one another, and make an informed decision about whether to proceed in the hiring process. You'll probably have interviews with several employers—and several interviews with an individual employer—before receiving a job offer.

The employer must learn about your qualifications in relation to a specific position and will evaluate your:

- Abilities—skills that match requirements listed in the job description.*
- Accomplishments—a pattern of success.
- Personal qualities—attributes that are likely to contribute to your success with the organization.*
- Enthusiasm—your desire to work for this employer in this position.
- Short- and long-term goals—a sense of direction and interest in the career field.

*See lists of qualities and skills employers value on pages 4 and 26.

As a **candidate**, you should take a critical look at the organization to consider your:

- Ongoing interest in the specific position—short- and long-term goals for challenging and interesting work.
- Comfort level with the employer—stability of business, “fit” with supervisor and colleagues, etc.
- Advancement and promotion opportunities—training and mentoring programs, etc.

Steps to Success in Interviewing

Step 1—Prepare

Research the Position and the Organization

Find out in advance what kind of interview to expect. Obtain a detailed job description, if possible, and be prepared to mention job responsibilities during the interview. Attend employer information sessions and read the organization's website and literature, news articles on the employer, and other information sources.

You should learn about products and services; size (sales and number of employees, locations, etc.); employer strengths, values, and distinguishing characteristics; recent stock performance, if a publicly traded firm; key staff and organizational structure; competitors and growth potential; and industry trends. Conduct information interviews with alumni and others in similar organizations to increase your knowledge of the career field and the industry. (See Career Networking on page 7.)

Online resources such as Buzzfile, Glassdoor, careerinsider.vault.com, LexisNexis, ResearchGate, Mergent Intellect, and CareerSearch.net provide valuable employer information. Gain access through career.cornell.edu or a Cornell library gateway page.

Identify Connections Between You and the Position

- List major points about yourself in relation to the position. Note specific examples to support each point and decide how to present them.
- Analyze your academic, experiential, and extracurricular activities to discover what they reveal about your strengths, values, and interests.
- Work on answers to key questions: Why do you want this job? How are you qualified? What makes you a prime candidate? What are your strengths and weaknesses relative to the position?
- Review your resume and be prepared to talk about anything on it. Be able to explain what you accomplished, why you performed tasks a certain way, what you gained from the experience, and how it prepared you for your desired career field.
- Organize your thoughts by using a framework such as this one.

Employer's Needs	My Qualifications
1.	
2.	
3.	
4.	

Develop Questions to Ask the Interviewer

Formulate questions covering a broad range of topics of interest to you—business direction and goals, business philosophy and management style, competitive stance and market growth projections, and career paths/career enhancements—based on your research of the organization and understanding of the position. (Refer to the questions on page 70.)

Use the Pre-Interview Worksheet on page 66 to prepare for each interview you have.

Step 2—Practice

Analyze and Improve Your Communication Skills

- Use Proper language, grammar, and diction. Avoid pauses using “um” and “uh,” and filler words such as “you know,” “like,” or “okay.”
- Eliminate nervous mannerisms.
- Be aware of what your posture, gestures, and facial expressions are communicating. For example, poor posture may be viewed as lack of self-confidence.

Become Comfortable Talking About Yourself

- Familiarize yourself with the types of questions interviewers ask (see page 69 and use Glassdoor).
- Rehearse your responses, but don’t memorize them.
- Develop your ability to speak confidently about your strengths.
- Be prepared to acknowledge your weaknesses, but don’t dwell on them. Try to focus your weaknesses on job inexperience rather than on personal limitations. Learn how to explain what actions you are taking to correct the weaknesses.

Practice Interviewing Techniques

- Use the Interviews tool in OptimalResume™ (log in at career.cornell.edu) to practice and record practice interviews. Seek feedback from a career advisor or peer on your interviews.
- Schedule a practice interview with a career or peer advisor. Simulating the interview can help you develop responses to questions and heighten awareness of your body language.
- Be sure you understand a long or complex question before you answer. Don’t hesitate to ask for clarification.
- Take time to think about your answer before you begin; short pauses are acceptable.
- Learn to generate answers that are neither too long (over 2 minutes) nor too short (under 20 seconds).
- Frame your answer with introductory words when appropriate, for example, “I see three main points that relate to this issue. First, ...”

Step 3—Perform

During the interview, your objective is to demonstrate how you can meet the employer’s needs and goals.

- Focus your answers by emphasizing your accomplishments and experience.
- Be positive. Negative comments about past experiences could give the impression that you’re hard to get along with.
- Demonstrate your enthusiasm and self-confidence by relaxing, smiling, and controlling your tone.
- Watch for clues that the interviewer is connecting with you. Change your approach if he or she does not seem interested and relaxed, or fails to maintain eye contact. If the interviewer appears puzzled, stop and restate your reply. If he or she seems to have lost interest, ask if you have covered the point.
- Ask about next steps so that you understand the employer’s time frame for filling the job before leaving an interview.

Step 4—Evaluate

Make it a point to learn something from each interview experience. Analyze your performance immediately after each interview, asking yourself:

- Was I properly prepared?
- Was I able to keep the interviewer’s attention?
- Which questions did I answer especially well?
- Which questions were particularly tough?
- Did I learn enough about the job? Did the interviewer learn enough about me to decide whether I’m right for the job?

Meet with a career advisor to discuss difficult questions or issues about the interview.

Step 5—Follow Up

After each interview, write a short and timely note of appreciation to the interviewer. (See example on page 58.) This will demonstrate professionalism and give you an opportunity to make another positive impression.

- Include any information or documents requested during the interview.
- Re-state briefly any points you think you may not have communicated effectively, or add an important point you may have forgotten.
- Send a letter or e-mail to the key contact person who arranged an on-site visit, and request that your thanks be conveyed to others involved in the interview process.
- Direct a separate message to your potential supervisor, if you interviewed with that person.

Expenses

If claiming reimbursable expenses, submit original receipts and state an accurate total in a timely manner.

Application Status

- Call to ask for an update on your status if you haven't heard from the employer a week or so after the stated time frame.
- Realize that activities and decisions may be delayed during holiday and prime vacation periods.

If you receive a rejection from an employer for whom you would like to work, follow up with another letter reiterating your interest in the organization and expressing your desire to be considered for other positions in the future.

Hiring/Selection Interview Modes

Descriptions of some selection interview styles follow. Phone and face-to-face interviews are the most common of these for entry-level positions.

Phone Interviews

Sometimes employers find it efficient to conduct initial interviews by phone to pre-screen applicants before selecting candidates to interview in person. The content may be similar to other interviews you have, but additional preparation is needed for these interviews:

- Have a copy of your resume close at hand, as well as notes on the organization, appointment calendar, and questions you want to ask the employer.
- Dress for the interview just as if it were in person; you'll perform more professionally.
- Schedule the call in a room free of interruptions and preferably on a land line. Never interrupt a phone interview to take another call or speak to someone who enters the room.

Face-to-Face Interviews

One or more employer representatives interview the candidate either together or consecutively. Meetings can take place on campus; at the employment site; or in a restaurant, hotel, or other facility.

Group Interviews

Several candidates participate together in a group interview. When a question is posed to the group, an employer can observe behaviors and assess candidates' interactions and interpersonal, leadership, and teamwork skills.

Videoconferencing and Virtual Interviewing

These formats are cost-effective for an employer located in a distant city, and may occur on or off campus using special equipment or a service such as Skype or Zoom.

- Wear solid-colored clothing that contrasts with your skin tone.
- Look into the camera on your computer (rather than at the interviewer's image), speak clearly, and avoid quick movements.

- Dress in the same type of attire you would wear for an in-person interview with the employer.
- Reserve space for these interviews in a Career Services office.

Selection Interview Approaches

An employer chooses an interview approach that tests the job candidate's skills, personal qualities, and fit for the job. Try to learn what kind of interview you will have so that you can prepare fully.

Traditional Interviews

In a widely used interview technique, an employer asks questions that pertain to the job and your qualifications for it. The interviewer may ask questions about what you would do in hypothetical situations like those that would arise in the job. The employer generally asks similar questions of all candidates to compare and distinguish them from one another.

Behavioral Interviews

Increasingly popular, the behavioral approach to interviewing is based on the premise that past performance and actions predict how a candidate will behave in similar situations in the future. If you have been successful previously in demonstrating capabilities and personal qualities necessary to do the job, then you are likely to perform the same way again.

In traditional interviews, questions are often open-ended and hypothetical. In the behavioral approach, the interviewer asks for descriptions of your performance in an actual situation. For example, when interactions with others in a work group are highly important, questions in the two approaches could be:

- Traditional: How would you handle it if you disagree with a colleague's approach to solving a problem you're working on together?
- Behavioral: Tell me about a time when you worked on a group project and disagreed with another team member's ideas.

Behavioral Interviewing Pointers

The interviewer will be assessing your ability to identify a situation that is a good example of a particular skill, to explain the role you played in the situation, and to describe the results of your actions. Frame your responses using the "STAR" approach to make this task easier:

- Situation/Task—provide a good example from your past experience.
- Actions—specify what you did in that situation.
- Results—detail the outcomes of your efforts.

Sample Skills and Related Behavioral Questions

Goal setting. Tell me one of the most significant goals you've set at Cornell and how you achieved it.

Time management. Describe a time when you had to set priorities to meet a deadline.

Problem solving. Tell me about a situation in which you might have missed an obvious solution to a problem.

Decision making. Tell me about a time when you had to make an unpopular decision.

Leadership or supervision. Describe an instance in which you had to motivate others.

Case Interviews

An interview including case questions is typical for management consulting and analytical positions, but is becoming more popular for other roles also. Questions are usually about hypothetical situations and can be ambiguous in nature. The purpose is to test your analytical and problem-solving skills in assessing the issues and developing a solution to the problem posed.

Preparing for Case Interviews

Practice is essential to become adept at case questions. Prepare in advance so you'll know what to expect.

- **Familiarize yourself** with the types of questions that may be asked. Attend CCS workshops (or view recordings online) and employer information sessions; meet with a career advisor; refer to sample case questions on websites of companies such as Capital One, Bain, and McKinsey; consult resources listed on the “Case Interview Resources” page at career.cornell.edu.
- **Learn common statistics** to use in solving/ substantiating your solutions (e.g., world population, U.S. population, number of U.S. households, etc.).



Employers are most likely to interview applicants who attend information sessions, career fairs, and other events; introduce themselves effectively; and express a sincere interest.

- Schedule a practice case interview to gain confidence in the process and develop approaches to different types of questions.

Types and Examples of Case Questions

There are four main types of case questions:

- **Brain teasers** test your ability to think quickly “on your feet” and to handle pressure. Example: *What is the next digit in the following series? 0, 0, 1, 3, 2, 6, 3, 9, 4, 12, 5?*
- **Market-sizing** questions test your quantitative skills and ingenuity. Example: *What will the market for tablets be in ten years?*
- **Business-operations** questions assess your knowledge of basic business principles, such as revenues and costs, fixed and variable expenses, etc. Example: *A bank discovers that its customer turnover is 25% higher than its competitors'. Why?*
- **Business strategy** problems focus on your analytical ability and strategic thinking for advising clients on future directions, diversifying product lines, outsourcing labor, etc. Example: *A sock manufacturer is considering exporting to Germany. What should we advise?*

Technical Interviews

These interviews are designed to evaluate how you approach real-world problems and your overall problem-solving ability. A technical interview typically features questions that are specific to the position you're considering. It can consist of coding challenges, peer discussions, and brainteasers. Some employers will assign homework in the form of programming or logic problems to do before the interview. Even though the focus is on your technical ability, don't forget to demonstrate your interpersonal skills.

Stress Interviews

This approach is typical of fast-paced positions where quick decisions under pressure are needed, for example, sales and trading, technology, and consulting. The interviewer poses questions and comments in a challenging or aggressive manner to evaluate your composure, confidence level, and response to adverse situations. Interruptions, quick subject changes, testing, and uncomfortable physical settings are common in this interview technique.

First impressions make lasting impressions. Typically, people immediately notice your clothing, face, hands, fingernails, shoes, and socks. Your attire and appearance are non-verbal statements about who you are and what you do. If you take care in your appearance, the interviewer can assume that you will take care on the job.

Your behavior throughout the process, not just in the formal interview, will be evaluated. Follow the guidelines here to assure that all aspects of your candidacy support the notion that you're the right candidate.

Attire

- **Business attire** consists of a two-piece suit in a conservative color (black, gray, navy) with a dress shirt/blouse and matching-color or dark shoes/pumps with low or medium heels. Ties and other accessories should be fashionable but on the conservative side.
- **Business casual attire** varies from one organization to another. In some settings this may mean a coordinated jacket (but no tie) and slacks/skirt and shirt/blouse. In other offices, khakis/slacks and a shirt/blouse may be the norm.

For Interviews

- Understand the industry standard. Generally, attire is more formal/conservative for large corporations and less formal for nonprofits, start-ups, and government offices.
- Check with the employer and/or review the employer's website. If in doubt, ask the person who is setting up the interview about expectations, or simply opt for business attire.

At Career Fairs

- Wear business-casual attire at a minimum to accommodate differing expectations of widely diverse employers. Make a positive impression by looking neat, clean, and presentable.

At Employer Information Sessions

- Check the on-campus recruiting listings to see if the expected type of attire is indicated.
- Wear professional attire to sessions hosted by corporate firms, or for those conducted in formal settings such as the Statler Hotel.
- Opt for business-casual for sessions conducted in seminar rooms, lounges, or classrooms.

Etiquette

Before the Interview

- Record a professional-sounding message in your voice-mail. Remove any inappropriate language, music, and other recordings. Employers begin to form an impression of you through phone contact.

- Plan ahead for conflicts with other interviews, exams, etc. Inform the employer immediately if for some good reason you must cancel or change the date of your interview.
- Arrive for your interview ten to fifteen minutes early.
- Treat administrative staff with the same courtesy you give interviewers.
- Turn off your cell phone.

After the Interview

- Send your follow-up messages promptly.
- Return phone calls during normal business hours as soon as possible. Otherwise, an employer may assume you're not interested in the position.
- Notify the employer immediately if you accept another position.

Travel

- Accept an invitation to an on-site interview only if you are seriously interested and haven't accepted or intend to accept another job offer.
- Clarify before the visit what expenses the employer will cover, if you will need to prepay any expenses, and who will make travel and hotel arrangements. Save original receipts for reimbursable expenses and submit them in a timely manner.

Social-Networking Websites

- Assume that employers will look at your LinkedIn profile ahead of time.
- Be aware that some employers are also using other social-networking sites to evaluate applicants before offering them an interview or extending a job offer.
- Make sure that your online content will not deter prospective employers. Check your privacy settings carefully; review all photos where you are tagged.

Meals

Consider the impression you will make at meals while interviewing. Meals may seem less formal than on-site interviews, but they are just as important. Employers are evaluating you on your responses and on your behavior: can you converse intelligently, demonstrate good manners, and project a pleasant personality?

- Place napkin in lap once everyone is seated, on seat when stepping away, and loosely next to plate when leaving the meal.
- Avoid discussing food restrictions or aversions.
- Maintain excellent posture, elbows off the table.
- Avoid foods that are difficult to eat, have strong smells, or may stick to your teeth.
- Order menu items that are mid-range in price, or ask the host for a recommendation. Choose a light meal—you will be talking more than eating!
- Avoid alcoholic beverages in general. Consume no alcohol unless you are of legal age, and even then do not exceed one drink.

Pre-Interview Worksheet

Employer Interview

To prepare thoroughly for your interview, it is important that you familiarize yourself with the employer, their mission, goals, and current events.

Write a few qualities of the employer that make it unique, and some current events that may be occurring with regards to the employer/industry.

Make notes, too, about what appeals to you about this employer.

Employer Qualities:

Employer-Related Current Events:

This Employer Appeals to Me Because:

Job Description

Re-read the job description and desired skills section of the job posting. Think about the skills and experiences you possess that would be applicable for the position.

Brainstorm the desired skills. List your evidence that you possess such skills and qualities.

Desired Skills and Qualities:

My Evidence:

Strengths and Weaknesses

List three strengths and weaknesses that you may have that could affect your work. Then, think of situations and examples to describe them.

Pro Tip: When listing strengths, think about the way your strengths interplay with the desired skills in the job description. When listing weaknesses, think about the ways you have addressed them to develop yourself further.

Strengths: _____

Weaknesses: _____

STAR Method

When asked behavioral and situation-based questions, the **STAR** method will guide you.

Construct your answers during the interview as follows:

- Situation**—set the scene for the example
- Task**—discuss the responsibility or problem
- Action**—what did you do to contribute?
- Result**—what was the outcome?

Personal Information

Interviews typically begin with the question, “Tell me about yourself.” Brainstorm information about your interests, goals, and experience that you can draw from when answering this question.

Evidence: _____

Using this evidence, prepare a response to that question that you can provide in under two minutes.

Questions for Interviewer

List three questions you may have for the interviewer. That may include questions about the employer, the position, and the next step in the interview process.

1. _____
2. _____
3. _____



GENERAL INTERVIEW TIPS

Do

- ✓ Wear clothes that make you feel confident. Coordinate your belt and shoe colors.
- ✓ Remove body piercings and cover tattoos if possible.
- ✓ Use breath freshener, if necessary. (Ask your friends about this!)
- ✓ Give the interviewer a firm handshake.
- ✓ Demonstrate enthusiasm and confidence.
- ✓ Pay attention to your non-verbal behavior.
- ✓ Listen to the questions carefully and give clear, concise, and thoughtful answers.
- ✓ Behave courteously and speak honestly.
- ✓ Thank the interviewer for their time and ask for a business card.
- ✓ Send a follow-up letter promptly.

Don't

- ✗ Wear revealing or excessively tight clothes.
- ✗ Smoke just before an interview.
- ✗ Wear white socks.
- ✗ Wear excessive makeup.
- ✗ Wear too much jewelry (i.e., more than two items).
- ✗ Wear open-toed shoes/sandals.
- ✗ Chew gum or candy.
- ✗ Address interviewer by their first name unless invited to do so.
- ✗ Let the employer's casual approach fool you into thinking you can drop your own professional demeanor.
- ✗ Dominate the interview or appear arrogant.
- ✗ Speak or act in a nervous manner.
- ✗ Ask questions the interviewer has already answered.
- ✗ Interrupt when the interviewer is talking.



CASE INTERVIEW TIPS



- ✓ Listen carefully to the problem.
- ✓ Re-state the objective to the interviewer and verify the objective(s).
- ✓ Confirm and adhere to the time frame.
- ✓ Ask for more data or clarify information when necessary.
- ✓ Jot down your analysis—even stream of thoughts—on paper or whiteboard.
- ✓ Figure math on paper, using round numbers (unless the position requires mathematical precision).
- ✓ Think out loud, keeping it interactive.
- ✓ Accept direction and coaching, listening to and incorporating the interviewer's feedback.
- ✓ Show enthusiasm and positive attitude.
- ✓ Learn to enjoy the process and demonstrate that you find it enjoyable.
- ✓ Bring closure and summarize.

- ✗ Go to a case interview with an employer before having a practice case interview.
- ✗ Waffle or be indecisive. (Have a point and confidently support it.)
- ✗ Forget the original question.
- ✗ Become agitated over basic math mistakes; at the same time don't make too many of them.
- ✗ Get lost in the details and lose sight of the issue.
- ✗ Forget to conclude the case—regardless of progress made or time constraints.
- ✗ Lose contact with your interviewer.
- ✗ Keep your thought process to yourself.

Questions from Employers

Prepare answers to typical interview questions to increase your confidence and potential for success. Practice your answers in the Interviews tool of OptimalResume™. The following are examples of questions an employer might ask you. Understanding the employer's goal in asking these questions will help you prepare effective responses.

Knowledge of Personal Qualities and Goals

Employer's Goal: To determine your drive, motivation, and goal orientation.

- Tell me about yourself.
- Why did you choose to study at Cornell? Why did you major in _____?
- What are your goals for the next three (or five, or ten) years?
- What adjectives would others use to describe you?
- Describe a project or initiative that you consider particularly successful.
- Tell me about a time when you were involved in a conflict. How did you resolve it? What was the outcome?
- Give me an example of a leadership role you've held and what you accomplished.
- Discuss a big risk you took and tell me how it turned out.

Knowledge of the Organization

Employer's Goal: To determine what you've learned about the organization and the specific position.

- Why do you want to work for our organization?
- What do you think it takes to be successful here?
- Why are you interested in the position?
- In what ways do you think you can make a contribution to our organization?

Knowledge of Abilities and Achievements

Employer's Goal: To assess your fit and ability to succeed in the position.

- Give me an example of a time when you gained the support of others who had differing points of view.
- What achievement has been most satisfying, and why?
- What is your work style in a fast-paced environment?
- Tell me about a particularly challenging problem that you've faced. How did you respond? What did you learn?
- Describe a time when you successfully balanced several competing priorities.
- What are your strengths and weaknesses relative to this position?
- Describe a situation in which you had to take a risk. What did you learn from the experience?

Knowledge of Transferable Skills and Experience

Employer's Goal: To assess your understanding of the relationship between the experiences you presented on your resume and potential responsibilities.

- Tell me three significant things you learned from your experience at _____.
- What did you enjoy most or like least about your experience at _____?
- How do you plan and organize a major project?
- What experience do you have working on a team?
- What extracurricular activities have you enjoyed the most?

Questions to Ask Employers

Employers expect candidates to come to interviews prepared to ask questions. Base your questions on your research of the organization and career field. Avoid asking questions that you could answer through other means, such as by reading corporate literature or websites, attending employer information sessions, or listening attentively during the interview. Throughout the interview process, your goals will be to demonstrate your enthusiasm and fit for the position as well as to assess your interest in it.

During the Initial Interview

- What are your priorities over the next year?
- Where does this position (or department) fit into the organization and its objectives?
- How is success measured in this position and in this organization?
- What kind of orientation or training is provided?
- What is the greatest challenge currently facing this department or organization?
- What are the major strengths of this work group?
- How does the recent announcement by your competitor, _____, affect your operations?
- How would you describe the organizational culture?
- What characteristics do the achievers in this organization share?
- What is this organization's management philosophy?
- What do you enjoy most/like least about working here?

During Subsequent Interviews

- What is the history of this position, and what changes do you anticipate?
- How are geographical location assignments and transfers determined?
- What are expectations for travel, relocating, and working overtime?
- How much decision-making autonomy would I have? What is the growth potential for this position?
- Do many employees take advantage of the _____ benefits program the organization offers (e.g., tuition assistance program, wellness program, etc.—if you know they exist)?
- What kind of staff support will be available to me or to this department?

At Any Point During the Interview Process

- What is the next step in the interview process? What is your time frame?
- What more can I do to demonstrate my interest in this position?
- Can you describe some aspects of living in this community?



Be sure to have your resume and job-search correspondence reviewed by a CCS career or peer advisor. Many of our offices offer this service on a drop-in basis.

Illegal Interview Questions

Questions structured to obtain information regarding your race, gender, religion, marital status, age, physical and/or mental status, ethnic background, country of origin, vital statistics, sexual preference, or any other discriminatory factor are generally illegal as grounds for making employment decisions.

With few exceptions, factors such as those listed above contribute nothing to your ability to perform a job, and an employer must substantiate those cases where a direct relationship is thought to exist. Inquiries related to your ability to perform a job, convictions of a crime, or other job offers or interviews obtained are not illegal.

Examples of Questions Considered Illegal for Pre-Employment Purposes

- What is your country of citizenship?
- What is your native language?
- Where were your parents born?
- Are you married?
- Do you plan to have children?
- What are your child-care arrangements?
- Do you have any disabilities?
- Have you had any recent illness or operations?
- Have you ever been arrested?
- What type of military discharge did you obtain?

How to Respond

If faced with a potentially discriminatory question during an employment interview, you are under no obligation to provide an answer. Be aware that such questions might be examples of stress questions, so you should be prepared to respond to them in some way. Based on your personal preference and experience, you may choose to answer such questions briefly, but you should understand that volunteering such information may have negative consequences. Here are some tips on how to structure a response.

Indirect Response

Address the employer's underlying concern without directly answering the question. If an employer asks a question about your plans for marriage or family, an underlying concern could be your ability to travel or to be at work during business hours, or your commitment to remain with the organization. Although you need not answer the question directly, you might acknowledge the employer's concern and give assurance that your personal life will not interfere with your career responsibilities. Example: "I understand that you are concerned about my abilities to carry out the responsibilities of this position, and I assure you I will be able to."

Direct Response

A more direct but less comfortable response is to mention your awareness that the issue has no apparent bearing on your qualifications or ability to do the job. You may ask for clarification of the reason such information is requested or how it relates to the job discussed. Example: "It's not clear to me why you are asking about this. Can you please explain?"

At Cornell

Organizations that recruit at Cornell are required to accept an Affirmative Action/Equal Opportunity Employer attestation that they do not participate in discriminatory hiring practices. If at any time you feel uncomfortable with the questions or actions of an on-campus interviewer (including those which could be interpreted as sexual harassment), you should immediately inform staff at the career office that is hosting the interview.



Job Offers

When you receive a job offer, you will of course be excited and pleased at your success—and you should be. Even if you receive what seems to be a great offer, consider your options carefully before accepting. Once you accept a position, even just verbally, you've made a commitment to that employer and you must cease all other job-search activity. It's a serious breach of ethics that will damage your professional reputation to accept an offer and later renege on it.

Considering the Offer

Cornell Career Services expects employers to give you reasonable time to make your decision about a job offer. The current climate is quite competitive, though, and we're finding that many employers are shortening that timeline and exerting pressure on students to decide on offers quickly and far in advance of start dates. See a CCS career advisor if you need help with this process.

Evaluate your choices objectively relative to your own personal/professional goals; what's right for you isn't necessarily right for someone else. It may be helpful to create a list of the "pros" and "cons" of a job opportunity, considering the factors that are important to you.

Work Environment/Culture

- Comfort level with supervisor and potential colleagues.
- Formal training program and education opportunities.
- Amount of travel required.
- Typical career path after the first or second year.
- Long-term advancement opportunities.
- Locations of other branches of the organization
- Opportunity/requirement to relocate.
- Job security.

Compensation Package

- Starting salary.
- Fringe benefits, including health insurance, tuition reimbursement, retirement contributions, etc.
- Comparative salary and cost of living information (if choosing between offers).
- Vacation and other leave-with-pay time.
- Schedule for the first performance review and possible salary increase.

- Signing bonus, if offered.
- Relocation stipend.
- Spousal/partner assistance in locating a new position.
- Stock options, if applicable.

Other Factors

- Employer reputation and stability.
- Job-related expenses, such as formal business attire and transportation.
- Availability of safe, convenient, and affordable housing.
- Facilities and working conditions.
- Distance from family and friends.
- Cultural, athletic, and entertainment activities in the local community.
- Any "catches," such as a restrictive non-competition clause that would limit your options for subsequent employment opportunities.
- Eligibility requirements such as passing a medical examination or drug test, or obtaining security clearance. If you anticipate any difficulty meeting the conditions of an offer, discuss this with the employer's HR representative right away.

Negotiating a Salary Package

For most entry-level positions, the work itself, the level of responsibility, and the opportunity to learn new skills should be weighed more heavily than the initial salary. Advancement opportunities can make an initial salary differential negligible within a short time.

Don't assume that you are expected to negotiate a higher salary. For some industries, such as investment banking, base salary offers from on-campus recruiting for undergraduates are not negotiable. Employers that hire large entry-level "classes" want to start all first-year employees on equal footing.

On the other hand, it is not considered impolite or unprofessional to negotiate if you have legitimate reasons for requesting reconsideration of one or more terms of an offer. Be sure that you have all the information you need to negotiate effectively. If the salary is fair, it is better to negotiate on other issues, such as a signing bonus.

... Job Offers

Negotiate with facts, not feelings. A statement such as “I have had three internships in the field and will have a shorter learning curve than other new hires” is far more effective than “I feel that I am more qualified than the average student.” You may be more qualified, but that is probably why the employer is offering you a position!

If you decide to negotiate salary, you will need to suggest a salary range based on information from national salary surveys. Be prepared to accept the low end of that range. Use the following resources to determine reasonable compensation for a position you've been offered.

- Postgraduate reports about Cornellians, available on the CCS website “Surveys” pages in the Resources section of career.cornell.edu.
- Salary calculators, cost-of-living projections, and relocation expense estimates available through the NACE Salary Calculator or other salary calculation resources at career.cornell.edu/students/jobs/basics/offers.cfm.

Delaying Your Response

Learn from the employer when you need to respond to a job offer. Depending on the time of year, most organizations will allow you at least a couple of weeks, and sometimes longer, to make your decision on an entry-level position. If that decision date approaches before you complete the interviewing process for other positions, you can ask for an extension. Don't wait until the last minute to request an extension, though, and provide a specific date by which you will make your final decision. (See the sample e-mail requesting an extension of time to respond.) In general, employers are likely to be more willing to offer time extensions during the fall semester, and are more reluctant during the spring semester. Be aware that in some fields there is very little flexibility.

Responding to an Offer

On or before your decision date, you should verbally inform the employer of your decision on the offer and follow up with a well-written letter confirming your commitment or through the employer's online acceptance process.

Accepting an Offer

If responding by e-mail or letter, express your enthusiasm to be joining the organization; and reiterate salary, start date, and position title. Specify when you will meet any conditions of employment, such as completing a medical exam or providing required documents.

Sample E-mail Requesting a Response Delay

Date: November 2, 2019
To: Ms. Bedell's E-mail Address
From: Your E-mail Address
Subject: Extension Request

Dear Ms. Bedell:

Thank you for the opportunity to work with Morgan Stanley as an Investment Banking Analyst. I greatly appreciate your offer and am certainly interested in the position. At the same time, I have committed to several organizations for second-round interviews and would like to see these through to completion.

I am writing to request a delay in my response date until December 1 to collect all the information I need to reach this important decision.

Thank you for your consideration of this request.

Sincerely,
Jennifer Goodson

Cornell University 2019
SC Johnson College of Business

Sample E-mail Accepting an Offer

Date: April 30, 2020
To: Ms. Hayes's E-Mail Address
From: mal300@cornell.edu
Subject: Offer Acceptance

Dear Ms. Hayes:

I am pleased to confirm my acceptance of your offer to join Associated Stores as Business Operations Specialist. As we discussed in our telephone conversation yesterday, I will begin work on June 13 at an annual salary of \$61,600 and will complete a medical examination before the start date. I look forward to receiving a written confirmation of the offer and benefits package.

Thank you again for your consideration and help during the interview process. I greatly appreciated your informative and personal approach, and look forward to joining your fine organization.

Sincerely,
Margaret A. Long

Cornell University | A&S 20
Pronouns: She | Her | Hers

Declining an Offer

Thank the employer for extending you an offer. Explain that you are accepting an offer that better matches your needs or desires at this time. Keep the door open for future associations with the firm.

Sample E-mail Declining an Offer

Date: March 28, 2020
To: Brendan O'Rourke's E-Mail Address
From: dcm45@cornell.edu
Subject: Job Offer Response

Dear Mr. O'Rourke:
Thank you for offering me the position of Sales Trainee at Bingham Industries. After considering this opportunity carefully I have made a difficult decision to decline your offer. I believe that at this point in my career another position I have been offered aligns more closely with my career interests and goals.

It was a pleasure meeting you and members of your staff. I appreciate the time you spent with me and the consideration you extended to me.

Sincerely,
Dwight Meyers
ILR School, Cornell University '20
607-378-2139

Protecting Your Good Name

In recent years, Cornell Career Services has worked with increasing numbers of students who have reneged on employment offers they had previously accepted. As noted earlier, accepting a job offer means that you have concluded your job search with a commitment to join the organization. Once you submit your letter of acceptance, you should withdraw from all pending job-search activity. If you are tempted to accept an offer and continue hunting for a "better opportunity," that should be a signal to you that something about the offer is not right for you. You should not accept it.

Some students have told us that they assumed they could renege on an offer because the offer they accepted was made "at-will." Don't make the mistake that this means it is a casual offer. At-will employment is the typical employment scenario in the U.S., applying to jobs that are not covered by a contractual agreement (e.g., a labor union contract or term appointment). It is a legal construct that means that an employer can terminate an employee at any time for any reason, except an illegal one, or for no reason without incurring legal liability. Likewise, an employee is free to leave a job at any time for any or no reason with no adverse legal consequences. It does not mean that the offer or the acceptance should be taken lightly.

The way you handle decisions reflects your values, priorities, and ethical/professional conduct and will contribute to your professional reputation. Employers have been known to withdraw offers when they learn that new hires are continuing the job search. In addition, your behavior has very real negative consequences on future relationships between the employer and Cornell.



Improve your professional image for networking and the job search by reviewing the relevant resource modules in the Career Development Toolkit in Canvas .

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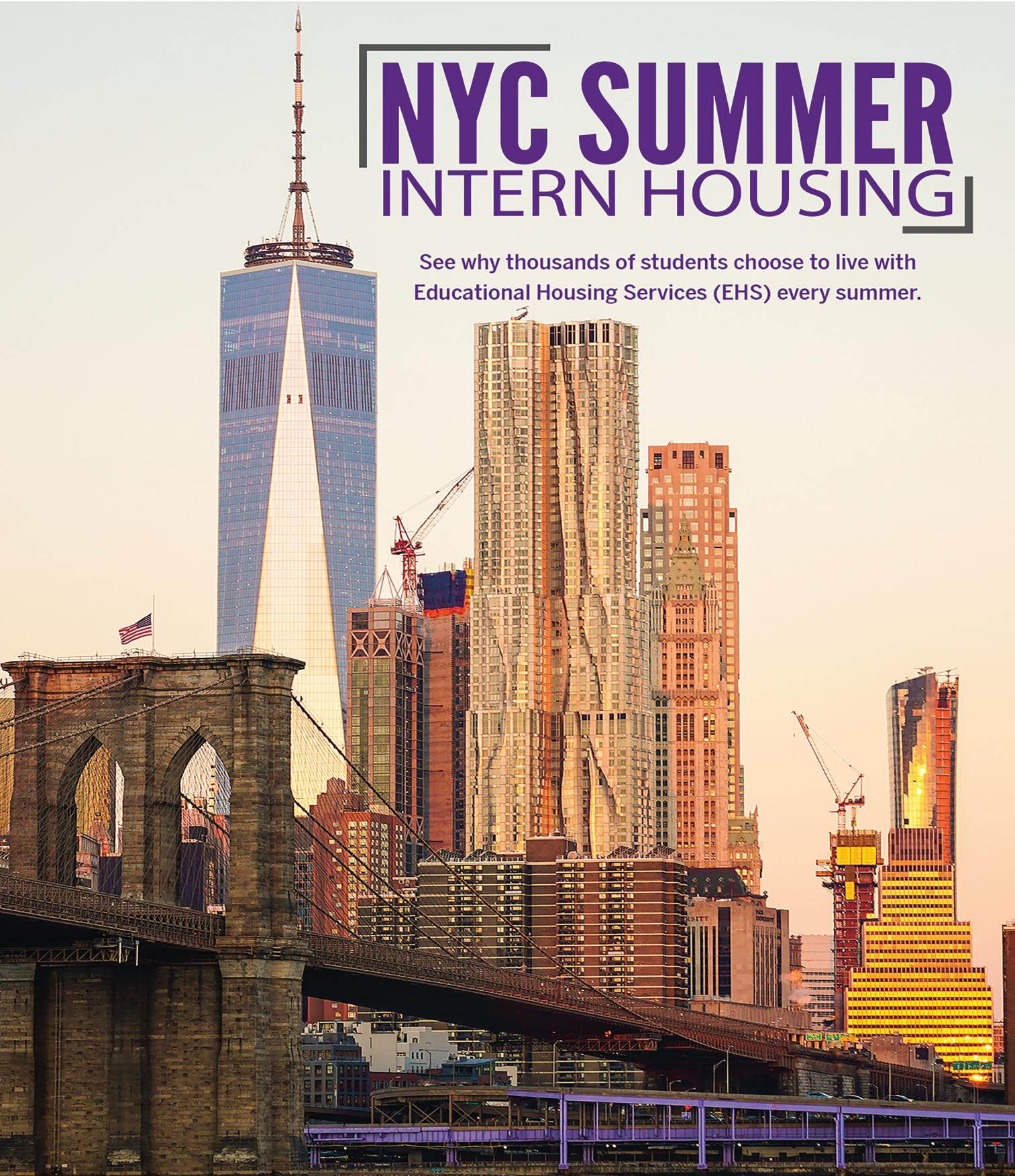
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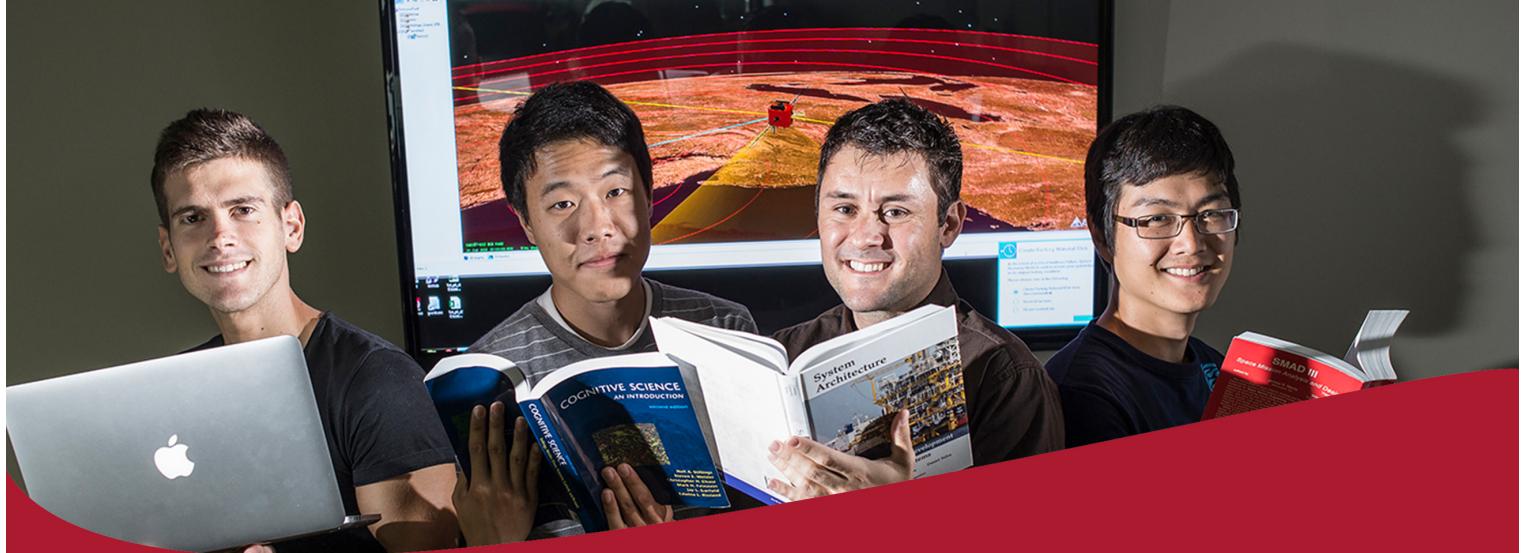
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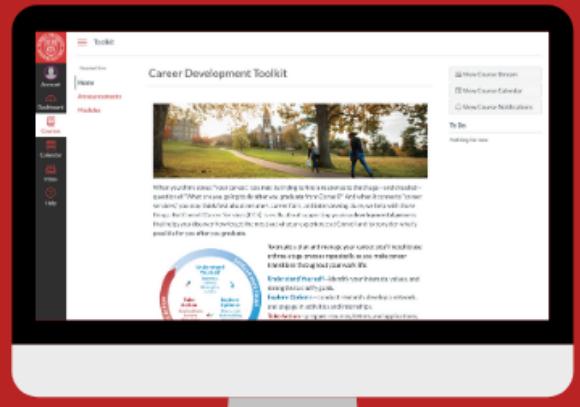
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