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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, 255-6068
General Career Services 103 Barnes Hall, 255-5221
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/students/grad/help.cfm
Human Ecology Student and Career Development
Academic Surge A 222 Tower Road 255-2988
ILR Career Services *
201 Ives Hall, 255-7816
SC Johnson College of Business Undergraduate and Master’s Programs
Career Management *
180 Statler Hall, 255-6376
B38 Warren Hall, 255-7323

University-wide services
Cornell Career Services *
103/210 Barnes Hall, 255-5221
Career Exploration
Career library
Interest assessment
CUeLINKS
Job shadowing/Alumni Connections
Program Internships
Employment Services
Online 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
Visual arts/built environment
Specialized Services
Health careers credentials (HCEC)
Mock interviews
National Exams
LSAT, GRE, Subject Tests, others
Daily Drop-ins
Where to start
Resume critiques
General career advising
Job-search strategy
Job-offer evaluation

* Serves undergraduate and graduate students
career.cornell.edu

The Career Guide was written and revised by Cornell Career Services staff members. Rebecca Sparrow, Executive Director, Editor, with great appreciation for Jane Levy, former Senior Associate Director and long-time Co-Editor.
Welcome
Cornell Career Services (CCS) staff members are eager to work with you throughout your time at Cornell. We want to help you discover your skills and interests, and identify related career options that you might pursue; present yourself confidently in resumes, cover letters, interviews, personal statements, etc.; and create a specific plan to work toward your desired career path. Cornell students are highly attractive to employers and graduate/professional schools, and we in CCS want to help you prepare to launch your career successfully.

We Can Help
You can get started by using this Career Guide. We hope you will also take advantage of our individual advising sessions, workshops and panels, web resources, handouts, alumni connections programs, job-search services, and more to help with the process. You have access to career services staff in your college or school, as well as in Barnes Hall. Together, we want to help you see the connections between your academics, extracurricular activities, and work experiences (on and off campus), so you’ll be “career ready” upon graduation.

Get Started
I encourage you to use our services, 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. 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, obtain 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.

Take advantage of all the resources available and engage actively to create your career plan. Connect with alumni through CUeLINKS, an exciting new platform that helps you find and connect with people whose jobs seem appealing to you. Explore the CUeLINKS at https://www.cuelnkrks.org/ 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.

Whatever path you choose, know that CCS staff members are committed to helping you with this process.

Best wishes,
Rebecca M. Sparrow
Executive Director, Cornell Career Services

Other Useful CCS Publications
• Workshops and Events
• Human Health Professions: Guide for First and Second-Year Pre-Med Students
• Human Health Professions: Guide for Advanced Pre-Med Students
• Animal Health Professions Guide
• Graduate and Professional School Guide
• Legal Careers Guide
• Fellowships Guide

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 to embark on that career. You can use the checklist here to track your progress. If you change your mind along the way—as most people do—just return to an earlier phase of the process and begin again.

Understand Yourself
☑ Explore 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.
☑ Describe the activities you’re best at and enjoy most.
☑ Name three skills you want to develop further or, better yet, complete the Strengths Finder assessment. Stop by 103 Barnes Hall for information.

Explore Options
☑ Complete your User Profile in Cornell Handshake.
☑ Explore CUeLINKS, an exciting new platform that helps you find and connect with people whose jobs seem interesting.
☑ Prepare a basic resume and ask for feedback from a career advisor (see pages 22-44).
☑ Seek summer or academic-year employment that will help you decide on a career focus.
☑ Identify three career fields that interest you.
☑ Use CUeLINKS, an exciting new platform that helps you find and connect with people whose jobs seem interesting.
☑ Do some research on 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 on campus.
☑ 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 User Profile in Handshake. Complete the pre-recorded tutorial for the On-Campus Recruiting Program.
☑ Develop a network of people familiar with a career field that interests you.
☑ Meet with a career advisor to discuss your job-search strategy.
☑ Attend employer information sessions and career fairs on campus.
☑ Create a resume targeted to each particular goal (job description, graduate school, etc.). Use OptimalResume™.
☑ Write a cover letter to submit with your resume and have it reviewed (see pages 47-55).
☑ Learn about organization structure, services, products, and recent performance of potential employers.
☑ Become familiar with different types of job interviews and prepare for an upcoming interview (see pages 60-71). Use the Interviews tool in OptimalResume™ to practice.
☑ Understand application procedures for graduate programs (if applicable) 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 you begin looking for opportunities. Whatever you seek—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’re the right candidate.

Here’s an Example:
Cornell student “Julia Gordon” sought help from a career advisor during her sophomore and junior years to determine her work values and interests, and the kinds of jobs that might suit her, given her skills and qualities (see examples below and on page 25). After conducting several information interviews, she decided that marketing might be a good fit, so she sought a marketing-related position for the summer after her junior year to get some experience and test her interest in the field.

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 worksheet 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 marketing campaign that increased sales by 20%.
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.
4. Oral communication skills: Served as a teaching assistant for public speaking course at Cornell. Made 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 her 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 all her goals, she was able to:

• Develop a strong resume and incorporate her experience in marketing. (You can see her resume on page 37.)
• Prepare effectively for interviews.
• Land a summer position with New York & Company.
• Receive an offer for a position in the company’s marketing department.

You can complete a similar exercise, no matter what your focus is. Resources described on page 6 will help you.

Worksheet: Interests/Values/Strengths

Specifying Interests
Five activities I enjoy:

Three activities I do not enjoy:

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

Assessing Work Values

Identifying Strengths

List:

Past Experience

Tasks/Responsibilities

Strengths Used and Competencies Developed

Make a prioritized list of strengths:

Strengths Listed Above

Ways Demonstrated

Priority

Examples of Transferable Skills & Personal Qualities

<table>
<thead>
<tr>
<th>Skills</th>
<th>Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>Leadership</td>
</tr>
<tr>
<td>Decision-making &amp; problem-solving</td>
<td>Strong work ethic</td>
</tr>
<tr>
<td>Planning, organizing, &amp; prioritizing work</td>
<td>Initiative &amp; motivation</td>
</tr>
<tr>
<td>Verbal communication</td>
<td>Flexibility &amp; adaptability</td>
</tr>
<tr>
<td>Ability to obtain &amp; process information</td>
<td>Interpersonal effectiveness</td>
</tr>
<tr>
<td>Quantitative analysis</td>
<td>Attention to detail</td>
</tr>
<tr>
<td>Technical knowledge</td>
<td>Friendliness</td>
</tr>
<tr>
<td>Computer software proficiency</td>
<td>Entrepreneurial drive</td>
</tr>
<tr>
<td>Written communication</td>
<td>Tactfulness</td>
</tr>
</tbody>
</table>
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 counselors 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.

Career Libraries
The Career Library in 103 Barnes Hall has many useful resources. You can visit or search its database online through the CCS website (career.cornell.edu). Searches by key words that match your career interests will produce the best results as you explore possibilities. The online CCS Link Library also provides connections to over 800 researched and catalogued websites.

Several of the college career offices also have libraries that concentrate on career information pertaining to the academic offerings of those colleges.

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 User 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).

OptimalResume™ can help you develop your resumes and cover letters and to practice interviewing. CUeLINKS is a new tool to facilitate 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 critiques, mock 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 enable you to 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 skills and qualities, the more competitive you can be.
• The more contacts you make in a field that interests you, the better. A job-finding method reported often by graduating Cornell seniors is personal contact and referral.
• 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

It is likely that networking will be the single most effective method of advancing your career over the course of your work life, because networking plays some role in the majority of hiring decisions. Many job candidates learn of openings through personal or professional referrals. And employers prefer to hire candidates they have met, or those referred by a trusted source.

Even for Cornell bachelor’s degree graduates seeking a first position, personal contact is extremely important. Over 20% of job seekers responding to the Class of 2017 postgraduate activities survey reported finding their jobs through 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 benefiting from the relationships when seeking leads or internships.
• Networking requires ongoing time and attention; it is not something you do only when you are looking for a job.

Why Would Anyone Want to Network With a Student?
People like to help others, especially if they have common interests (major/career field, campus activities) or affiliations (family, friends, Cornell). And, people like to talk about themselves, in particular their career development and accomplishments. They also understand that you may be in a position to help them in the future even if you are not now.

Overcome Reluctance to Network
Some people are not naturally outgoing, and the idea of networking can seem intimidating. Students may avoid networking for a variety of reasons, including a lack of confidence, fear of rejection, and a sense of unimportance. Others may prefer the comfort of online networking.

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.
• Do not apologize for asking people for their time; networking is not an imposition, but an interaction that can mutually benefit individuals with common interests.

Build a Contact List
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 13 and 14.
• On-campus events—career fairs, alumni panels and speakers, employer information sessions, and class presentations.
• Affiliations—professional and community-based organizations, fraternities and sororities, IvyLife and other memberships.
• Research—LexisNexis, industry/trade publications, employer websites, alumni magazines, and library resources, which can help identify potential contacts.
• Job-shadowing (extern) programs, internships, and summer jobs—opportunities to 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.

CCS also organizes events each year that facilitate connections with staff, alumni, and fellow students.

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...
Career Networking

(Use the Interests/Values/Strengths Worksheet available 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 from the interaction. The keys to successful networking are preparation and practice.

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

How Do I Ask Someone to Speak/Meet With Me?
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 56).

• 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. Make sure your status updates, photos, and blogs 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 Tips” on our webpage.

What Information Interview Questions Should I Ask?
There are resources online and on the next page to help you develop appropriate questions. Here are basic questions we recommend for all networking encounters:

• What do you do? How did you get there? How does your position “fit” within the department, division, or company?
• 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?

These questions should lead to a good understanding of your contact’s career and add new contacts to 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 samples on pages 58 and 59) soon after your meeting, mentioning several specific 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 developed 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 keep a copy of your resume on hand to refer to 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?
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 Assistants/Tas/hips:
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 (orgsync.cornell.edu) 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 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 all 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.

Career Tip
Complete your Handshake User Profile to indicate which CCS career services you desire. Then we can keep you informed of events and opportunities that might interest you.

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 of interest.

Regardless of what it’s called, a summer experience can help you explore your interests and develop competencies that will give you 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 and other online tools to connect with alumni for advice (not to ask for a job). Your college career office may have other ways to help you connect with alumni. 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 Link Library. They offer hundreds of internship resources and special files.
- Conduct web searches. Links are provided from the CCS website and through the college career office sites. Search engines, specialty pages, and organization/employer-specific sites can help you find listings related to your particular interests.
- 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 for employers who will visit campus. 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.
- Consider a special program, such as the Develop Your Own (DYO) Summer Internship Program or the New York City Public Service Corps (for Federal Work/Study-eligible students). 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.
- Attend the Jobs and Summer Opportunities Fair on February 19, 2019.
- 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 to create 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.

Cornell Career Services
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 professional enrichment, often called gap-year or ‘bridge’ opportunities, vary greatly. Note that a number of these are international opportunities.

Below are some of the more typical experiences Cornell students have pursued, with recent employers of Cornellians listed.

**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:**
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.

**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.


**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.

**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.

**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.

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**Career Tip**
CCS offers a wide variety of programs to assist you with career planning, developing job-search skills, applying for postgraduate study, and more. Stop by one of our offices to pick up a copy of the Workshops and Events brochure, or check the schedule at career.cornell.edu.

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**Research Tips**
To learn about professional enrichment options, search the database of the CCS Career Library at career.cornell.edu and follow the Career Library link. Try searching by “gap year,” “senior fellowships,” “research centers,” “law employers,” and “national service.” Use the “Link Library” in the Resources section of our website as well.
A bout 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 become certain of your interest in a 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 counselor, the graduate applications advisor in Cornell Career Services in 103 Barnes Hall, Cornell faculty and graduate students, or alumni for advice and perspective as you make this decision. 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 acquiring knowledge and skills to meet requirements for work in the field.

Application Process

Cornell offers a number of resources to assist you:

• Pick up a copy of the appropriate graduate application guide at Cornell Career Services in 103 Barnes Hall.
• Conduct research on graduate schools, personal state-ments, test preparation, etc., in the CCS Library in 103 Barnes Hall.

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. Cornell Career Services offers programs, advising, and guides on eligibility and application procedures for prestigious awards. Information on other funding sources is available in the CCS Library in 103 Barnes Hall and in the online Link Library.

• Pick up the Fellowships Guide 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 65% entered the workforce; 23% pursued graduate or professional studies; and 12% 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 88% in business/industry and about 12% 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, 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.

Career Counseling provides 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

Researching job openings is essential. Effective research will result in determining your “fit” within a career field or organization—whether for your first job or for successive ones.

Before interviewing 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.

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

• CCS Career Library in 103 Barnes Hall and/or college career office libraries.
• Websites such as Handshake, indeed.com, and others listed at career.cornell.edu.
• Members of your career network developed using techniques covered in the career networking article beginning on page 7.

Finding Information on Employers

• CareerSearch, accessed through the Johnson Management School (JGSM) Library, a database including three million employers.
• Hoovers Online or other employment databases accessed through the JGSM Library.
• Sites such as indeed.org, USA.gov, and ny.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 13 and 14. 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, 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.

Career Tip

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.

Career Tip

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

Career Tip

LinkedIn provides a comprehensive introduction to these web-based features. You can also find Cornell’s recruiting policies for students (career.cornell.edu/students/jobs/recruiting/policies.cfm) and employers (career.cornell.edu/employers/hiring_students/recruiting/policies.cfm).

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 Jobs and Summer Opportunities Fair in the spring.
• Some 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.

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 avoiding 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 13 and 14.

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 Job Search

Targeted Mailings
- Send personalized letters to a select number of organizations you have researched carefully.

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.

Employment Agencies
- While not a good primary strategy for a job search, you can find employment agencies in your field or geographic area.
- The agency’s primary client is usually the hiring organization, so you must consider how well the placement meets your needs.
- Avoid signing up with an agency that charges you for their services.

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 decision—and perhaps earlier than CCS guidelines suggest.

Career Tip
Develop a dynamic “elevator speech” for effective career networking. Prepare and practice a couple of sentences to introduce yourself and convey your interests, skills, and goals—in a way that would make someone on a brief elevator ride with you want to learn more about you.

How Cornell Seniors Find Their Jobs
Previous internship/job/volunteer experience 27%
Online listing or resume referral, for example, through CCS online services 25%
Referral/personal contact/networking 21%
Interview through on-campus recruiting 15%
Cold call or letter to employer 6%
Career fair/consortium 5%
Entrepreneurial venture <1%

The Job Search: Applying for Federal Jobs

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.

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.

Career Tip
Mock interviews work! A student recently thanked a CCS advisor for helping him go from his first mock 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.

Written by Robert M. Baca, A&S ’91, Ph.D.; Team Lead, Environmental Compliance, USDA-APHIS-PPQ
Once you create a hypothesis for your research, 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 LGBT, disabled, mature, veteran, underrepresented, and other diversity student populations. Staff members in CCS and other offices on campus (e.g., Student Disability Services, 254-4545 or sds.cs@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. 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 User Profile in Handshake.
- Identify employers interested in hiring international students with your career goals, skill set, and education. Use the Excel spreadsheet in the “International Students” section of career.cornell.edu, which lists employers that hire international students. Use GoinGlobal (online.goinglobal.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 Unworld database, found on the Johnson School 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 mock interview.
- 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 Walk-in 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 navigating employment regulations.
- Know your visa regulations. Meet with an advisor in the International Students and Scholars Office (isso.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 experience and skills for it.
- Gather the financial resources you need for transportation and other expenses. Expect to pay fees for work permits and 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 library database and use the Link 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.goinglobal.com), or meet with the international career advisor in Barnes Hall.

**Special Considerations**

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**The Job Search: Graduates Students**

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 will want 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.

Therefore, 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 steps for your career exploration research project.

1. Conduct background research: Identify your skills and what is important to you in your career. Develop a list of five skills, values, interests, or logistical criteria (such as location or salary) that are important in your career.
2. 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.
3. 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 what careers fit your skills, interests, and values.
4. 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.
5. 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

Are you unsure what people do after getting a graduate degree? Search publicly available 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—which is to say you can discuss 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 sciences, technology, engineering, and math disciplines.

Chronicle of Higher Education

From job listings, opinion articles, blogs, forums, and advice columns, the Chronicle of Higher Education can be a helpful 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 25). 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 the OptimallResume™ online tool (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 basic fast rules about resumes are that they should be completely truthful and that they should contain no errors.

Resume Styles
You will find many sample resumes later in this Guide. 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 creative sites. Our templates came from the A1Resume shop in Etsy. Engineering students should consider using one of the templates endorsed by the Engineering Career Services Office.

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 29-31 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 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).

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).
To highlight your most relevant experience if it 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 position your 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 those projects in a “Research Project” or “Research Experience” 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 that is 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), 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 32). Note that some people choose not to include their address(es) on the resume to protect their privacy.

Objective
Opinions differ among employers and career professionals on the need to include 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. (Note that 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 objective and the employer’s (or other reader’s) needs, particularly if your major or graduate field doesn’t relate directly to your immediate goal. 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 experiences, co-ops, internships.
• Volunteer work and extracurricular activities.
• List positions held, organization names and locations (city and state), and dates of your involvement. Summarize your accomplishments in each experience in results-oriented statements beginning with action verbs (see page 26). 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.

Special 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 specific equipment, processes, technology, software, etc.

Check with your career office for assistance.
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 your 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

Resume Building: Descriptive Qualities

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 are seeking. In a recent 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
2. Ability to work on a team
3. Written communication skills
4. Leadership
5. Strong work ethic
6. Analytical/quantitative skills
7. Verbal communication skills
8. Initiative
9. Detail orientation
10. Flexibility and adaptability

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. Also on a resume you could demonstrate your teamwork ability by listing one or more group projects. 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
Alert
Ambitious
Analytical
Approachable
Articulate
Assertive
Asolute
Attentive
Authentic
Calm
Candid
Caring
Charismatic
Collaborative
Committed
Confident
Cooperative
Creative
Critical
Deeply
Determined
Diligent
Diplomatic
Easy-going
Efficient
Empathetic
Energetic
Entrepreneurial
Enterprising
Enthusiastic
Expressive
Forward-thinking
Friendly
Focused
Generous
Goal-oriented
Hard-working
Honest
Inquisitive
Judicious
Kind
Loyal
Motivated
Open-minded
Optimistic
Organized
Outgoing
Patient
Persevering
Persistent
Positive
Proactive
Punctual
Persuasive
Resilient
Resourceful
Self-confident
Self-directed
Self-reliant
Service-oriented
Sincere
Spontaneous
Tactful
Team-oriented
Tolerant
Versatile

Career Tip

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.

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 28-44.
- Descriptive qualities and action verb lists on pages 25 and 26.
- Resume reviews by a CCS staff member or peer advisor who will make suggestions on content, presentation, style, terminology, proofreading, etc.
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.

**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, 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, etc.
- 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, e.g., “.”
- 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.
Min Kyung (Lillian) Chang  

**CURRENT ADDRESS:**  
141 Dryden Road  
Hills, NY 14850  
(607) 277-0957

**PERMANENT ADDRESS:**  
123 Longwood Avenue  
Brooklyn, NY 11216  
(631) 542-1306

**EDUCATION**  
Cornell University, College of Arts and Sciences, Ithaca, NY  
Bachelor of Arts in Sociology, May 2018  
Cumulative GPA: 3.46  
Major GPA: 3.65

**EXPERIENCE**  
Assistant Financial Manager  
Center for Transformative Action, Cornell University, Ithaca, NY  
- Developed spreadsheets and databases to support financial reporting and analysis.  
- Conducted analysis of financial data to support decision-making processes.

**HONORS/ACHIEVEMENTS**  
- Dean’s List for two years  
- Cornell Traditions Fellow  
- Marine Corps League Scholarship  
- John G. Lynch Foundation Scholarship  
- Delaware Scholastic Press 1st Place Award for Satire  
- Cornell Tradition Fellow  
- Delaware Scholastic Press 1st Place Award for Satire

**COURSES**  
- Business Management  
- Microeconomics  
- Macroeconomics  
- Calculus  
- Financial Accounting  
- Human Resources Management  
- Marketing  
- Statistics

**LANGUAGES**  
- Mandarin Chinese (Fluent)  
- Spanish (Proficient)  
- Proficiency in Russian

**SKILLS**  
- Proficient in Microsoft Excel, Word, and Outlook  
- Strong problem-solving and analytical skills

**INTERESTS**  
- Pre-law student  
- Interested in pursuing a career in corporate finance

**Contact Information**  
Min Kyung (Lillian) Chang  
(607) 277-0957  
jsh23@cornell.edu  
jHughes620@aol.com  
(607) 277-5552  
6219@cornell.edu

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Min is uniquely suited to the information presented in that resume. 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.

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**Career Address:**  
124 Calhoun Street  
Hills, NY 14850  
(607) 277-5552  
6219@cornell.edu

**Permanental Address:**  
32 Lexington Avenue  
Rockville, VA 22801  
(815) 583-8540  
Min_chang@comcast.net

**EDUCATION**  
Cornell University, College of Arts and Sciences, Ithaca, NY  
Bachelor of Arts in History, May 2018  
Cumulative GPA: 3.46  
Major GPA: 3.5

**HONORS/ACHIEVEMENTS**  
- Dean’s List for two years  
- Cornell Traditions Fellow  
- Marine Corps League Scholarship  
- John G. Lynch Foundation Scholarship  
- Delaware Scholastic Press 1st Place Award for Satire  
- Named Outstanding Senior Athlete by Cornell Daily Sun

**RELATED**  
Undergraduate Research Assistant  
Summer 2017

**EXPERIENCE**  
Associate Professor Eric Tagliacozzo, Cornell University, Ithaca, NY  
- Conducted research on historical and contemporary issues in Europe.  
- Prepared conference papers and presentations.

**OTHER**  
Residential Advisor  
August 2016-May 2017

**RELATED**  
Residential Programs, Cornell University, Ithaca, NY  
- Supervised 96 students in residence hall.  
- Served as primary resource on campus policy and information.

**ADDITIONAL SKILLS**  
- Microsoft Office Suite  
- Adops Photoshop  
- SAS statistics package

**CONTACT INFORMATION**  
Min_chang@comcast.net  
(815) 583-8540  
Min_chang@cornell.edu

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John is uniquely suited to the information presented in that resume. 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.
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.

**Sample Resumes**

**Sarah R. Wright**

361 Dryden Road, Apt. 3A
Ithaca, NY 14850
(607) 256-4418

481 Northwood Drive
Concord, MA 01348
(617) 921-0486

**OBJECTIVE**

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

**EDUCATION**

Cornell University, Ithaca, NY
Bachelor of Science, Applied Economics and Management, May 2018
3.26 GPA, Dean’s List three semesters

Ho-Nun-De-Kah, College of Agriculture and Life Sciences Honor Society

**SUMMARY OF EXPERIENCE**

**Communication**

- Assisted hundreds of Agency customers in the landscaping 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 payoff figures, payments, interest, and credit data.

**Management**

- Supervised and handled Agway operations during manager’s absence.
- Arranged and directed two marketing events for Agway.
- Trained employees in the mortgage processing department.
- Organized and analyzed credit reports and verifications of deposits, loans, and employment.
- Conducted research to locate check information.

**Analysis**

- Prepared, conducted, and analyzed customer service survey for Agway.
- Organized and analyzed credit reports and verifications of deposits, loans, and employment.
- Conducted research to locate check information.

**Initiative**

- Remodeled several department sections to improve consumer sales.
- Organized and analyzed credit reports and verifications of deposits, loans, and employment.
- Designed, implemented, and improved service project.
- Designed and distributed posters; maintained inventory and cash drawer for concessions.

**EMPLOYMENT**

Management Intern, Agway Inc., Concord, MA Summer 2017

Mortgage Processor, Compass Bank, Bedford, MA Summer 2016

Loan Servicing Clerk, Compass Bank, Bedford, MA Summer 2015

Deposit Services Clerk, National Bank of Fitchburg, Acton, MA Summers 2013, 2015

**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

**HONORS**

Dean’s List All Semesters
Student Activites Service Award May 2017

Alpha Lambda Delta Honor Society April 2016

**CONTACT**

607-277-2609
rpm13@cornell.edu
120 Wilson Drive, Warren, PA 17011
LinkedIn.com/NatalieGarcia

**MANAGEMENT/LEADERSHIP**

House Manager
Pennsylvania Stage Company, || Allentown, PA || Summer 2017
- Managed front-of-house activities during performances
- Introduced and coordinated volunteer program; recruited, trained, and supervised staff of 100 ushers
- Restructured and streamlined concession services and controlled inventory and cash drawer for concessions

Teaching Assistant
Cornell University, || Ithaca, NY || Fall 2018
- Updated 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 || 2016-2018
- 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 || 2016-2018
- 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 || 2014-2016
- Wrote, edited, and created layout for 100-page guide for new students
- Recruited, trained, and managed front-of-house activities during performances

**COURSES**

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

**HONORS**

Dean’s List All Semesters
Student Activites Service Award May 2017

Alpha Lambda Delta Honor Society April 2016

**PROGRAM DEVELOPMENT**

Activities Co-Coordinator, Class of 2018
Cornell University, || Ithaca, NY || 2014-2016
- Directed committee of six coordinating major lecture series
- Recruited and developed program opportunities; formulated forecasts of community response
- Developed and presented budget

**EDUCATION**

Bachelor of Arts in Spanish
College of Arts and Sciences
Cornell University || Ithaca, NY || 2016-2018
GPA 3.54

Bryn Mawr Summer Program
Madrid, Spain
2016

**OBJECTIVE**

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

**EDUCATION**

Cornell University, Ithaca, NY
Bachelor of Arts in Spanish, May 2018
GPA 3.54

**COURSES**

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

**HONORS**

Dean’s List All Semesters
Student Activites Service Award May 2017

Alpha Lambda Delta Honor Society April 2016

**CONTACT**

607-277-2609
rpm13@cornell.edu
120 Wilson Drive, Warren, PA 17011
LinkedIn.com/NatalieGarcia

**MANAGEMENT/LEADERSHIP**

House Manager
Pennsylvania Stage Company, || Allentown, PA || Summer 2017
- Managed front-of-house activities during performances
- Introduced and coordinated volunteer program; recruited, trained, and supervised staff of 100 ushers
- Restructured and streamlined concession services and controlled inventory and cash drawer for concessions

Teaching Assistant
Cornell University, || Ithaca, NY || Fall 2018
- Updated 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 || 2016-2018
- 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 || 2016-2018
- 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 || 2014-2016
- Wrote, edited, and created layout for 100-page guide for new students
- Recruited, trained, and managed front-of-house activities during performances

**COURSES**

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

**HONORS**

Dean’s List All Semesters
Student Activites Service Award May 2017

Alpha Lambda Delta Honor Society April 2016

**PROGRAM DEVELOPMENT**

Activities Co-Coordinator, Class of 2018
Cornell University, || Ithaca, NY || 2014-2016
- Directed committee of six coordinating major lecture series
- Recruited and developed program opportunities; formulated forecasts of community response
- Developed and presented budget
Laura Jones
lbj72@cornell.edu
206/341-8962

School Address
6275 Balch Hall
Cornell University
Ithaca, NY 14853

After 5/19/18
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 2021

Nathan Hale High School, Seattle, WA. Diploma, 2017

**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 during 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 2017
Fast Food Worker, Burger King, Seattle, WA, January 2015-August 2016
Volunteer, King County Hospital, Seattle, WA, October 2015-January 2016

**ACTIVITIES**
Prelaw Undergraduate Society, Cornell University, February-May 2018
National Honor Society, Nathan Hale High School, 2016-2017
Student Government, Nathan Hale High School, 2013-2017

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**MARK DAVIDSON**
3461 Dickson Hall
Cornell University
Ithaca, NY 14853

**PHONE:** (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 Expected May 2021
GPA 3.47 • Dean's List

Horace Mann High School, St. Louis, MO
Graduated May 2017
Top 10% of class
National Senior Honor Society, Horace Mann High School Chapter

**HONORS/AWARDS**
- Two-time national qualifier in speech and debate competition June 2015 and June 2016
- Ranked 26th in U.S. in Foreign Extemporaneous Speaking June 2016
- Xerox Corporation Book Award for work in humanities in high school May 2016
- Two-time runner-up at State Competition for Mock Trial March 2016 and March 2017
- National Forensics League Award of Superior Distinction June 2015
- Lawrence Feldman Memorial Award (for best exemplifying teamwork without regard for personal gratification) June 2015
- Quill and Scroll Broadcast Journalism Award March 2015

**LEADERSHIP SKILLS**
- Graduation Speaker (elected), Horace Mann High School Class of 2017 June 2017
- President, National Forensics League, Horace Mann High School Chapter 2017

**COMMUNITY SERVICE/SCHOOL ACTIVITIES**
- Varsity Speech Team, Cornell University Forensics Society January 2018 to Present
- Circle K Community Service Organization, Cornell University January 2018 to Present
- National Qualifier and New York State Extemporaneous Speaking Champion April 2018
- ILR Ambassador (provide information to prospective ILR students) Fall 2017 to Present

**WORK EXPERIENCE**
- Line Worker, Waterway Gas & Wash Company, St. Louis, MO Summers 2016 and 2017, Winter 2018
- Senior Student Advisor, Learning Consultants Inc., St. Louis, MO Fall 2016
- Camp Counselor, Jewish Community Center Association, St. Louis, MO Summer 2017

**COMPUTER SKILLS**
Proficient with Microsoft Office Suite, Publisher, and Adobe InDesign
ALEXANDRA SMITH

CONTACT
516-293-771
ardcll@cornell.edu
288 Forest Avenue Apt 4J
Queenston, NY 11208

EDUCATION
Cornell University
College of Architecture, Art, and Planning
Bachelor of Fine Arts in Painting
Bachelor of Science in Geological Sciences
May 2018 GPA: 3.63

dar l SSA List These Semesters

LANGUAGES
- French (fluent)
- Italian (basic)
- Spanish (basic)

SKILLS
- Adobe Photoshop
- Adobe Illustrator
- Email Marketing
- Microsoft Office Suite

AWARDS
- National Society of Collegiate Scholars
- Science Technology Entry Program Scholarship
- New York State Merit Scholarship
- Top Senior in Queens School District 2014

RESEARCH EXPERIENCE
Undergraduate Research, Department of Geological Sciences
Cornell University || Ithaca, NY || Spring 2018
- Explored physical and chemical processes that produce ore deposits by modeling their formation using computer codes. Learned finite difference, finite element, and chemical foundations needed to understand how processes work. Mentioned activities of fluid-flow, geochemical, and hydrological modeling team.

TUTORING EXPERIENCE
Tutor, Diversity Programs in Engineering
Cornell University || Ithaca, NY || Spring 2018
- Taught minorities and women 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 2017
- volunteered as mentor to children in Ithaca community. Tutored individually in mathematics and science. Helped in preparing art activities and planning field trips.

ACTIVITIES
- AAP Minority Student Organization (Secretary)
- Cornell University || Ithaca, NY || Fall 2017 – Spring 2018
- Christian Mission Trips Panama || 2014, 2016, 2017
- Traveled to different areas of Panama to build health clinics and teach art lessons to children.

Jennifer Quintana

Current Address
420 Oak Avenue, Apt. 5
Ithaca, NY 14850
(607) 257-8989

Permanent Address
Via Reygala 5.12.20
46010, Valencia, Spain
(96) 431-2200

EDUCATION
Cornell University, School of Hotel Administration, Ithaca, NY
Candidate for Bachelor of Science Degree; May 2018 • Cumulative GPA: 3.74
Concentration: Corporate Finance • Concentration GPA: 4.00
Dean’s List • Golden Key International Honor Society

Cornell University, International Business Program, Ithaca, NY, Summer 2017
Seven-week, twelve-credit certificate program designed to explore important international business issues

RELEVANT COURSES
- Finance
- Statistics
- International Marketing
- International Financial Management
- International Financial Management

EXPERIENCE
Deutsche Bank Alex. Brown Inc., New York, NY
Equity Research Analyst
- January-July 2017
- Assisted Senior Equity Research Analysts covering lodging, time share, 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 E-Corps and lodging REITs
- Assisted in developing revenue and earnings models for vacation rental and three skiing companies

CreditSuisse.com, Stamford, CT
Summer 2016
- 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 2016 Information Industry Investor Conference in New York City

Morgan Stanley Smith Barney, Ithaca, NY
Summer 2015
- Research Analyst
- Assisted Vice President with projects implementing Bloomberg and LexisNexis
- Researched and compiled data on securities to investigate their volatility trends
- Prepared portfolios, income, and cash flow analysis 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 & ACTIVITIES
- Financial: FactSet, EDGAR, Newedge, Alpha Accounting System,
- Morgan Stanley Smith Barney Securities Database
- Computer: Excel, PowerPoint, Adobe InDesign
- Languages: Fluent in Spanish and German; proficient in French
- Eurosim 2015: Minister 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
WEIJIN WANG
ww22@cornell.edu

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

EDUCATION
Cornell University, ILR School, Ithaca, NY
Bachelor of Science in Industrial and Labor Relations, May 2018
Cumulative GPA: 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 Resource Economics and Public Policy • Employee Relations • Staffing
Organizations • Training

WORK EXPERIENCE
Texas Instruments, Inc. • Dallas, TX
Spring/Summer 2017
Staffing Intern
Btouched/edited 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 TT’s presence at national and regional career fairs • Conducted interviews and selected candidates for campus recruiting positions • Analyzed and communicated strategy for college rankings

ILR School, Ithaca, NY
Fall 2016/Fall 2017
Teaching Assistant, Introductory Statistics 2100
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 2014-Fall 2017
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 2016
Legal Assistant
Screened incoming calls for entire staff • Initiated outgoing calls as requested • Scheduled court dates, depositions, and other activities for lawyers • Prepared legal documents (duplicating, binding, and notarizing) and mailed to clients • Conducted research on statutes, cases, and other resources • Performed general administrative duties to facilitate efficient daily operation of office

TOPS Markets, North Tonawanda, NY
August 2012-August 2016
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 

Microsoft Office Suite • Adobe InDesign • LexisNexis • Photoshop • Microsoft Access

ADDITIONAL SKILLS
Microsoft Office Suite • Adobe InDesign • LexisNexis • Photoshop • Microsoft Access

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

ACTIVITIES
Alpha Omicron Pi, Sorority, Social Chairperson (Fall 2015), Alumnae Relations (Spring/Fall 2016) • ILR Student Advisor • Society for Human Resource Management (SHRM) • Attended 2017 SHRM National Conference in Las Vegas, NV

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.

JULIA P. GORDON
321 W. Buffalo Street #2A
Ithaca, NY 14850
(607) 272-8181
jyg226@cornell.edu

12381 Lakewood Avenue
Syracuse, NY 13201
(315) 358-1226

EDUCATION
Cornell University, College of Human Ecology, Ithaca, NY
Bachelor of Science, Fiber Science and Apparel Design, expected May 2018

Concentration in Apparel and Textile Management
Overall GPA: 3.45 • Major GPA: 3.72 • Dean’s List three semesters

Fashion Institute of Technology, New York, NY
Classes in Advertising Design and Textile Surface Design, Summer 2016

EXPERIENCE
Summer 2017
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
• Participated in store’s daily activities, including assisting sales associates and interviewing customers about preferences

Spring 2017
Trader Joe Clothing Store, Ithaca, NY
Marketing Coordinator for Independent Study Project
• Designed market survey and analyzed responses to create complete store marketing plan
• Proposed advertising strategies to target college students
• Collaborated with store manager and brand identity team to create store image

Fall 2016
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 mid-term examinations with quick turn-around time
• Modeled effective public speaking skills to class

Spring 2015, 2016
Design Days, College of Human Ecology, Ithaca, NY
Co-Chairman, 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
• Increased student involvement by 20% and generated enthusiasm for showcasing FSAD department to visitors

Summer 2016
Cliffbank, Long Island City, NY
Corporate Communications Intern
• Coordinated vendor and client orders to improve department productivity
• Collected expense reports and calculated exchange rates from manager’s Asian tour

ACTIVITIES
Cornell Design League, Vice President • Human Ecology Ambassadors • Kappa Alpha Theta Sorority, Rush Chair • Orientation Counselor • Golf • Travel

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

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.

Sample Resumes
Sample Resumes

ELIZABETH J. SIMPSON
ejs41@cornell.edu

EDUCATION
Cornell University, Ithaca, NY
Bachelor of Science, May 2018
Applied Economics and Management Major
Business Management and Marketing Concentration
GPA: 3.32

University of London, London, England
2016-2017

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

RELEVANT EXPERIENCE
Management Assistant
Pine Bush, NY
Summers 2016, 2017
Implemented computerized accounting 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 prospective insurance co-payment schedules.

International Market Research Assistant
Fuglers Advertising & Marketing, London, England
January-June 2017
Conducted online and telephone research to identify new international business prospects. Identified 15 German-based companies that could save 36% in advertising costs by utilizing direct mailing. Calculated market size, conducted competition profiles.

ADDITIONAL EXPERIENCE
Teaching Assistant, Business & Professional Speaking
Cornell University, Ithaca, NY
Fall 2017
Taught Speaking for Success course to 120 students, lectured on balance and delivery, demonstrated persuasive business communication. Evaluated student speeches, provided constructive criticism. Assisted in writing examinations. Graded outlines, self-evaluations, papers, and examinations.

Demographics Intern
TGE Demographics, Ithaca, NY
September-December 2016

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

Activities
Senior/Junior Women Alumnae Dinner Program, Steering Committee • Business Skills Development Society • Cornell Ambassadors • Freshman Orientation Counselor • Delta Delta Delta Sorority • University of London Debating Team • Extensive travel in Eastern and Western Europe, South Pacific, and Far East

ELIZABETH J. SIMPSON
ejs41@cornell.edu

EDUCATION
Cornell University, Ithaca, NY
Doctor of Philosophy (Ph.D.), 2017
Major Field: Neurobiology
Minor Field: Neurochemistry
Awards: Phi Beta Kappa, Research Associate, Dean’s List

EXPERIENCE
ADDITIONAL Teaching Assistant, Business & Professional Speaking
Department of Communication, Cornell University
Ithaca, NY
Fall 2017
Taught Speaking for Success course to 120 students, lectured on balance and delivery, demonstrated persuasive business communication. Evaluated student speeches, provided constructive criticism. Assisted in writing examinations. Graded outlines, self-evaluations, papers, and examinations.

Demographics Intern
TGE Demographics, Ithaca, NY
September-December 2016

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

Activities
Senior/Junior Women Alumnae Dinner Program, Steering Committee • Business Skills Development Society • Cornell Ambassadors • Freshman Orientation Counselor • Delta Delta Delta Sorority • University of London Debating Team • Extensive travel in Eastern and Western Europe, South Pacific, and Far East

RAHUL KAPOOR
Research Professional

EDUCATION
Cornell University, Ithaca, NY
Doctor of Philosophy (Ph.D.), 2017
Major Field: Neurobiology
Minor Field: Neurochemistry
Awards: Phi Beta Kappa, Research Associate, Dean’s List

EXPERIENCE
RESEARCH EXPERIENCE
Graduate Assistant, Neurobiology and Behavior Department
Cornell University, Ithaca, NY
2017–Present
Wrote paper on neurobiological and behavioral impacts of prenatal cocaine exposure. Investigated effects of cocaine on rodentenergetic receptors within fetal peri-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
2016–2017
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
2015–2016
Researched effects of high frequency, intratracheal pulmonary ventilation on outcomes for 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, plateau amplification, media preparation, electrophoresis, IR spectrophotometry, chromatography, enzymatic assays, radioimmunoassay, hemoglobinization, and hemolysis assays

Animal Care
Arterial and venous cannulation, endotracheal intubation, sedation, anesthesia, postanesthesia monitoring, 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

AVAILABILITY
Desire to participate in curation and provide tours of all exhibits designed for children.

First Aid, CPR, and Professional Rescue Instructor
American Red Cross, Ithaca, NY
2015–Present
Participate in curation and provide tours of all exhibits designed for children.

For more information, please visit the Cornell Career Services website.
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.

**STEPHEN R. MICHAELS**

Career Focus: Marketing

874 Linden Avenue, Apartment 16, Ithaca, NY 14850  
(417) 367-5832 | srm1892@cornell.edu

**EDUCATION**

Cornell University, Ithaca, NY  
Bachelor of Science in Communication expected May 2019  
• Minor in Marketing • Concentration in Media  
• GPA: 3.42 • Major GPA: 3.53

**PROFESSIONAL EXPERIENCE**

Advertising Research Foundation (ARF), New York, NY  
Summer 2017

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 2016

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

Dixon Schwabl, Inc., Rochester, NY  
December 2015–January 2016

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

**UNIVERSITY WORK**

Cornell Daily Sun  
Jan–Jan 2018

Advertising Associate  
• Work directly with clients to sell, process, and place advertisements on daily basis  
• Produce revenue streams for print advertisements from both national and local advertisers

Cornell Career Services  
Aug 2016–Present

Development Intern  
• Research, produce, and promote LGBT resource materials for students and the Cornell community  
• Compile and assess alumni-student Estonia Program reviews

Communication Lab, Cornell University  
Aug–Dec 2016

Undergraduate Research Assistant, Professor Jeff Hancock  
• Studied effects of perceived audience on extraversion/introversion in virtual and face-to-face settings

**ACTIVITIES/LEADERSHIP**

• Cornell Ambassadors, select group of students who represent the University, Interview Committee Member  
• Phi Gamma Nu, Professional Business Fraternity, Rush Co-Chair, Cornell University  
• Goldman Sachs Pride Summit, New York, NY, November 2017  
• Out for Undergraduate Business Conference, New York, NY, October 2016 and 2017  
• IvyQ, Ivy League LGBT conference at the University of Pennsylvania, February 2017 and 2018

**SKILLS/INTERESTS**

Skills: Proficient in Microsoft Office (Word, Excel, PowerPoint), Adobe, N Touch, Adobe  
Interests: Volunteering, travel, running

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**SKILLS/INTERESTS**

• Unique in that this resume uniquely suited to the information presented in that resume.

**Labels reflecting different formats for resumes.**

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**Artwork Example**

**Creative Resume Example**

Career Focus: Architecture

(Insert artwork with Carrera-like styling)  

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**Labels indicating 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.**

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Sample Resumes

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Graduate Student Resume

Career Focus: Technology

Peter M. Chu
pmc9001@cornell.edu

Current Address:
112 Sage Place, Room 911
Ithaca, NY 14850-4479
(607) 227-4851

Permanent Address:
134 West 5th Avenue
Vancouver, BC, Canada V5Y 2W2
(778) 320-5907

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

EDUCATION
Cornell University, College of Engineering, Ithaca, NY
Bachelor's Degree in Computer Science
May 2018

University of British Columbia, Vancouver, BC, Canada
Bachelor of Applied Science in Computer Engineering, with Distinction
Software Engineering Option • Minor in Commerce
May 2017

Honors and Awards
Dean’s List • Undergraduate Program Scholarship • Association of Professional Engineers and Geoscientists Scholarship • Alexander Memorial Scholarship • Golden Key International Honour Society

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

RELATED EXPERIENCE
Programmer Intern
Vanland Holdings Ltd., Richmond, BC, Canada
June 2015-May 2016

• Programmed and tested Delphi-based application for monitoring state of multiple web servers, using Java (dependency injection) and Hibernate (persistence).
• Implemented debugging feature on one of Ototo Professional Tour Association’s websites.

Volunteer Programmer
Everlasting Business Solutions, Richmond, BC, Canada
September 2014-May 2015

• Created two ASP.NET web applications: one for analyzing historical production 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.

OTHER EXPERIENCE
Graduate & Professional Student Housing, Cornell University, Ithaca, NY
September 2017-Present

• Programmed and tested Delphi-based application for scheduling appointments; developed associated user documentation.
• Wrote test plan and performed testing on two other software products.

International Affairs Committee Member
Kumamoto Tourism Bureau Club, Kumamoto City, Kumamoto Prefecture, Japan
July 2015-May 2016

Secretary
Vanland Holdings Ltd., Vancouver, BC, Canada
September 2014-May 2015

SPECIALIZED
Programming Languages: C, C++, Java (J2SE), SQL, VB, VB.NET
Web Development: Coldfusion, HTML, Javascripts, PHP, VB Scripts
Tools: Crystal Reports, Delphi Quick Reports, Impromptu, Matlab
Languages: Fluent in Cantonese and Mandarin; proficient in Japanese

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

CONTACT
607-227-1111
mnc22@cornell.edu
1322 Hasbrouck Apartments
Ithaca, NY 14850

EDUCATION
Cornell University, Ithaca, NY
Ph.D. in Physics
December 2017
GPA: 4.04/4.30

University of Hong Kong, Hong Kong
Bachelor of Science in Business and Physics
May 2012

Peking University, Beijing, China
Bachelor of Science in Business
March 2009

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

EXPERIENCE
Research Assistant, Department of Physics
Cornell University, Ithaca, NY • August 2012 – Present

• Lead team of three investigating pairing mechanism in novel Fe-base superconductors and analyzed data in 3-D matrixes with >10,000,000 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 focus-cash-flow model in Excel.

Sales and Trading Intern
UBS Securities Japan • Tokyo, Japan • May – August 2017

• Analyzed 1000+ data from firm’s proprietary database and Bloomberg to build time-evolution of average correlation among Nikkei index components from 2010 to 2016.
• Proposed trading strategy on index correlation away from its long-term average; built simulation for testing trading strategy by coding >300 lines of R code.
• Interacted daily with traders on trades through equity and fixed-income desks.

Quantitative Analyst Intern
Asia Development Bank • Hong Kong • May – August 2015

• Summarized nine Major Asian emerging markets with key market fundamentals, news instruments, and regulations; presented findings to Managing Directors.
• Ran regressions on Nikkei’s volatility and return to study vol-by-strike and vol-by-money (VBS) models; studied parameterization for model combining VBS and VBM.
• Created Excel template to bootstrapping white/shock/shock-forward discount curves in Asian emerging markets, from overnight index swap, non-deliverable forwards, and cross-currency swaps.
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.

**Sample Resumes**

### Graduate Student Resume

**Career Focus:** Consulting

**SKILLS**
- **FINANCIAL MODELING**
  - Monte-Carlo Simulation
- **Statistical Analysis**
- **Black-Scholes Model**
- **Health-Jarrett-Morton Framework**
- **COMPUTER**
  - Linux Bash Scripting
- **MATH**
  - SQL
- **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 I Beijing, China I 2012 – 2014
- 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
- Directed foreign study plans for seven clients in 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 I Ithaca, NY I September 2012 – 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 I Ithaca, NY I August 2016 – May 2017
- Organized practice case competitions to prepare members for real case interviews in consulting, marketing, and human resources
- Collaborated with Treasurer to prepare budget and decide where to allocate funds for a club of 40+ members

**Vice Chair, Chinese Students and Scholars Association**
- Planned more than 15 events annually aimed towards helping Chinese students integrate into the cultural and academic life of Cornell
- Managed budget and produced annual report highlighting how funds were used to advance the Association’s mission

**AWARDS**

- Monroe Memorial Award Scholar
  - Awarded to an Outstanding Physics Ph.D. Student – 2016

**LANGUAGES**

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

**INTERESTS**

- Hiking
- Astronomy
- Reading
- Cooking
- Traveling

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**Sample Resumes**

**Curriculum Vitae**

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.

**What Opportunities Typically Require a CV?**

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

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

- Clarify with the employer if they want a CV or a resume. Sometimes employers request CVs, but are really looking for a skills-based 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, look at GoinGlobal (online.goinglobal.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?**

- Meet with someone in your career office to discuss how to develop a CV or to get a CV review. If you are applying for faculty positions, consult with your advisor and special committee members.

**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 39; compare the two to see the differences in categories and level of detail.

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**Career Tip**

Complete your Student Profile in Handshake to indicate which CCS career services you desire. Then we can keep you informed of events and opportunities that might interest you.
Curriculum Vitae

Rahul Kapoor
415 Bryant Avenue, Apt. 46, Ithaca, NY 14850 • rk390@cornell.edu • (607) 277-8945

EDUCATION
Ph.D., Cornell University, Ithaca, NY
Major field: Neurobiology  Minor fields: Neurochemistry, Neurophysiology
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, magna cum laude, Cornell University, Ithaca, NY 2016
Major: Psychology  Minor: Biopsychology
Honors Thesis: Prenatal Cocaine Exposure and its Neurobehavioral and Behavioral Impacts
Advisor: Prof. W. Xu

RESEARCH EXPERIENCE
Graduate Research Assistant, Psychology Department, Cornell University, Ithaca, NY 2016-Present
Research Assistant, Psychology and Nutritional Sciences Departments, Cornell University, Ithaca, NY 2015-2016
Biological Side, National Heart, Lung, and Blood Institute, National Institutes of Health, Bethesda, MD 2015

TEACHING EXPERIENCE
Graduate Teaching Assistant, Psychology Department, Cornell University, Ithaca NY 2016-2018
Course: Introduction to Psychology

PROFESSIONAL EXPERIENCE
Freelance Journal Article Copy Editor, Ithaca, NY 2014-Present
Teaching Assistant, Ithaca Child Care, Ithaca, NY 2016 Summer 2013

PUBLICATIONS

CONFERENCE PRESENTATIONS
• Neurobehavior, Cognitive Deficits, and Childhood Lead Exposure: Oral presentation at 2015 American Association for the Advancement of Science Annual Meeting, Boston, MA, January 2015.
• Behavioral Impacts of Cocaine Exposure: Poster presentation at 2014 Society for Neuroscience Meeting, New Orleans, LA, February 2014

GRANTS, FELLOWSHIPS, AND AWARDS
National Science Foundation Graduate Research Fellowship 2016-Present
Phi Chi Honor Society Inductee 2016
American Red Cross Scholarship 2015
Dean’s List 6 semesters, Cornell University 2012-2016

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, Psychology 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. W. Xu, Psychology Department, Cornell University, Ithaca NY • wx689@cornell.edu • (607) 254-5789

Cover and Other Letters


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.

Career Tip
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.

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.
Career Tip
Mock interviews work! A student recently thanked a CCS advisor for helping him go from his first mock 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.

Follow-Up Letters
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.

Offer-Acceptance Letters
Respond 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 72.
- Confirm the terms and conditions of your employment, including salary, start date, benefits, etc.
- Request a written confirmation of the detailed offer if you have not received one.

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 72.

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.
- 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.”
- Be professional and positive.
- 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 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.

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.
- 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, but rather what you can contribute.
- Start your message with a greeting of “Hey.” –EVER!
Betsy Lydon, Outreach Director  
Mothers and Others for a Livable Planet  
40 West 20th Street, 9th Floor  
New York, NY 10011  

January 10, 2018  

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 in filling 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

Enclosure
201 Maple Avenue, Apt. #A2
Ithaca, NY 14850
October 2, 2017

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 22, 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 pleased to submit 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 president of 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 freshmen, 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
Date: February 12, 2018
To: Alden Winthrop, Partner, Booz Allen Hamilton, Inc.
From: icm44@cornell.edu
Subject: Training Program Inquiry
Attachment

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 how 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 my 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,
(Ms.) Irina Misek
607-358-4141

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

December 10, 2017

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 18 to January 22, and could meet at your convenience during that period. I look forward to speaking with you.

Sincerely yours,
Daniel Gonzalez

Enclosure
Information Interview

E-mail Sample

Date: January 23, 2018
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 ’18
607-555-1212

Thank you

Job Interview - E-mail Sample

Date: February 15, 2018
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
September 21, 2017

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

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Date: January 30, 2018
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 and 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
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.*

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 employer career networking sessions. Be prepared to mention job responsibilities during the interview. Attend employer information sessions and employer career networking sessions. Use proper language, grammar, and diction. Avoid pauses using “um” and “uh,” and filler words such as “you know,” “like,” or “okay.”

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, experimental, 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 helped prepare you for your desired career field.
• Organize your thoughts by using a framework such as this one.

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 mock 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. Videotaping of the interview may be available to assist you in analyzing your performance.
• 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 two minutes) nor too short (under twenty 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 of voice.
• 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 adequately.
• 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, even one that didn’t go as well as you had hoped. Analyze your performance immediately after each interview, asking yourself:
• Was I properly prepared?
• Was I able to keep the interviewer’s attention?
• 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 57.) 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 reply. If he or she seems to have lost interest, ask if you have covered the point adequately.

*See lists of qualities and skills employers value on pages 4 and 25.
**Interviews**

reiterating your interest in the organization and expressing your desire to be considered for other positions in the future.

**Hiring/Selection Interviews**

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. When two or more interviewers are involved, they may meet with the candidate 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.

**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 the most 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 certain 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**

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 Cornell Career Services (CCS) 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.).

**Sample Skills and Related Behavioral Questions**

**Business strategy.** Tell me one of the most significant strategic decisions you’ve made for a company.

**Decision making.** Describe a time when you had to make a critical decision.

**U.S. population, number of U.S. households, etc.**

**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 stock 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 brain teasers. 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.
Interview Considerations

First impressions make lasting impressions. Research shows that judgments are made in the first 30 seconds of an introduction. 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 and slacks/skirt and shirt/blouse. In other offices, khakis/slacks and a shirt/blouse may be the norm. No tie is required for business casual.

When deciding what to wear for different recruiting events, consider the following guidelines:

For Interviews

• Understand the industry standard. Generally, attire is more formal/conservative for large corporations and less formal for nonprofit 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 dress for a particular presentation 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 dress 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 you are seriously interested and haven’t accepted or intend to accept another job offer.

• Clarify before the visit what portion of expenses the employer will cover, if you will need to prepay reimbursable expenses, and who will make travel and hotel arrangements. Save original receipts for all 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 social-networking sites such as Facebook, Twitter, and Instagram to evaluate applicants before offering them an interview or extending a job offer.

• Make sure that your content on these sites will not deter prospective employers. Check your privacy settings carefully, and review all photos where you are tagged.

After the Interview

• Send your follow-up messages promptly.

• Return phone calls during normal business hours as soon as possible. If you delay in returning them, 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.

• Maintain excellent posture and keep 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 for a light meal—you will be talking more than eating!

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.

• Recognize that employers are evaluating you not only on your responses, but also on your behavior: can you converse intelligently, demonstrate good manners, and project a pleasant personality?

• Keep in mind that you should:
  ° Place napkin in lap once everyone is seated, on seat when stepping away, and loosely next to plate when leaving the meal.
  ° Refrain from discussing food restrictions or aversions.
  ° Avoid alcoholic beverages in general. Consume no alcohol unless you are of legal age, and even then do not exceed one drink.
**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 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 taking.
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 would you do if you saw someone cheating on an exam or assignment?
- 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?
- 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**

**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 would you do if you saw someone cheating on an exam or assignment?
- 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.
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- Forget to conclude the case—regardless of progress made or time constraints.
- Lose contact with your interviewer.
- Keep your thought process to yourself.

**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?
- 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?

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?
- 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?

At Any Point During the Interview Process

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

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?
- What type of military discharge did you obtain?
- Do you have any disabilities?
- Have you had any recent illness or operations?
- Have you ever been arrested?

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, the underlying concern is likely to 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 sign an Affirmative Action/Equal Opportunity Employer statement asserting 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 by 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. Come in to see a CCS career advisor if you need help with this process.

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.

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, retirement contributions, tuition reimbursement, 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 as soon as the concern arises.

Negotiating a Salary Package

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.

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/basic/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 below.)

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 Accepting an Offer

Date: April 30, 2018
To: Ms. Hayes’s E-Mail Address
From: Your E-mail Address
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

Sample E-mail Requesting a Response Delay

Date: November 2, 2017
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

Sample E-mail Requesting an Extension of Time to Respond

Date: October 23, 2017
To: Ms. Bedell’s E-Mail Address
From: Your E-mail Address
Subject: Extension Request

Dear Ms. Bedell:

I am writing to request a delay in my response date to your 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.

Sincerely,
Your Name

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/basic/offers.cfm.
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, 2018
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 ’18
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.

Career Tip

Improve your professional image for networking and the job search by investing in business cards. Cornell offers a discounted rate for student business cards at bigredprint.cornell.edu/order. Save the delivery charge by having them delivered to our office in 103 Barnes Hall.

Sample E-mail Declining an Offer

Date: March 28, 2018
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 ’18
607-378-2139

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