# Directory of Career Offices

## Services tailored to curricular and career interests in the colleges

### Agriculture and Life Sciences Career Development
177 Roberts Hall, 255-2215  
(8:00 a.m.-5:00 p.m. M-Th; 8:00 a.m.-4:00 p.m. F)

### Architecture, Art, and Planning Career Services
240 East Sibley Hall, 255-7696  
(8:00 a.m.-4:30 p.m. M-F)

### Arts and Sciences Career Services
G55 Goldwin Smith Hall, 255-4166  
(8:00 a.m.-4:30 p.m. M-F)

### Engineering Cooperative Education and Career Services
201 Carpenter Hall, 255-5006  
(8:00 a.m.-4:30 p.m. M-F)

### Graduate Student Life Office
350A Caldwell Hall, 255-5184  
(Call for appointment)

### Hotel Administration Career Management
180 Statler Hall, 255-6376  
(8:00 a.m.-4:30 p.m. M-Th; 8:00 a.m.-3:30 p.m. F)

### Human Ecology Career Development
172 Martha Van Rensselaer Hall, 255-2988  
Career Management Center  
(10:00 a.m.-4:00 p.m. M-Th; 10:00 a.m.-2:00 p.m. F)  
Student Services Office  
(9:00 a.m.-5:00 p.m. M-Th; 9:00 a.m.-4:30 p.m. F)

### ILR Career Services
201 Ives Hall, 255-7816  
(8:00 a.m.-4:30 p.m. M-F)

## University-wide services

### Cornell Career Services
103/203 Barnes Hall  
(8:00 a.m.-4:30 p.m. M-F)

### Career Exploration
- Career library  
- Interest assessment  
- Externships/job shadowing  
- Internships

### Employment Services
Cornell CareerNet  
On-campus interviews  
Employer relations

### Specialized Services
- Fellowships  
- Graduate school applications  
- Health careers/HCEC  
- Legal careers  
- Taped practice interviews  
(8:00 a.m.-4:30 p.m. M-F)

### National Exams
- LSAT, GRE Subject Tests, others

### Daily Walk-ins
- Resume critiques  
- General career advising

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[career.cornell.edu](http://career.cornell.edu)
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## EMPLOYER INDEX
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Although it may seem like other students are more certain of their career goals than you are, the fact is that most Cornell students are at times confused about what they want to do after they graduate. Cornell Career Services (CCS) provides assistance and support as you develop your focus.

You may find it interesting that in a typical year just over half of Cornell graduates enter the work force, about a third go to graduate or professional school, with the remainder engaging in “other endeavors.” You can get more details from our postgraduate survey report at career.cornell.edu.

Our Services

Employers and graduate schools tell us they’re interested in candidates who know what they want to do, what they have to offer, and what to do to present themselves effectively. We want to help you become one of those candidates.

To assist you in preparing for the future, CCS offers this Career Guide, plus individual advising, workshops and panels, web resources, handouts, alumni shadowing programs, job-search services, and more.

Career offices in the undergraduate colleges and in the Graduate School provide services tailored to the academic and career goals of students in the academic disciplines within the colleges. The comprehensive services in Barnes Hall are open to all students and complement those in the college offices. See the inside front cover of this Guide for a list of offices and services.

Other Useful CCS Publications

- Career Event Calendar
- Health Careers Preapplicant Guide
- Preveterinary Guide
- Graduate & Professional School Guide
- Legal Careers Guide
- Fellowships Guide
- Career Guide Supplement for Graduate Students

Get Started

Be sure to register with our web-based information system, Cornell CareerNet, at career.cornell.edu and to keep your profile up-to-date. We use that system to inform you about events and opportunities. You can also use it to review job postings and apply for positions, obtain information about alumni mentors for Cornellians, and manage on-campus recruiting if you choose to participate in that program.

I hope you’ll visit one of our offices or attend a program soon. We look forward to working with you.

Best wishes,

Rebecca M. Sparrow
Director, Cornell Career Services

Major CCS Events, 2008-09

(Check the print or online Career Event Calendar for details, updates, and additional programs.)

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>General Interest Career Fair</td>
<td>September 9</td>
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<tr>
<td>Technical &amp; Engineering Career Fair</td>
<td>September 10</td>
</tr>
<tr>
<td>Law School Day</td>
<td>September 23</td>
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<tr>
<td>Graduate School Day</td>
<td>September 24</td>
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<tr>
<td>Internship Information Event</td>
<td>November 5</td>
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<tr>
<td>Get Started: Freshman Career Services Fair</td>
<td>January 20</td>
</tr>
<tr>
<td>Nonprofit &amp; Government Career Fair</td>
<td>February 26</td>
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</tbody>
</table>
Develop Your Focus

Career Development Checklist

Developing a career involves a three-step process, repeated as often as necessary to choose your direction:

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; and 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 this checklist to track your progress. Simply return to an earlier phase of the process if you change your mind along the way—as most people do.

Understand Yourself

- Familiarize yourself with the Cornell Career Services website (career.cornell.edu).
- Meet with a career counselor and take an interest inventory assessment.
- Choose a major and be able to explain why you selected it.
- Describe the activities you’re best at and enjoy most.
- Complete the Worksheet for Identifying Interests, Values, and Strengths (available at career.cornell.edu and in 103 Barnes Hall).
- Identify three skills you need to develop further.

Explore Options

- Enter your Student Profile in CareerNet.
- Get involved in campus and/or community activities to develop skills and interests.
- Prepare a resume and ask for feedback from a Career Services advisor (see pages 35-56).
- Seek summer or academic-year employment that will help you decide on a career focus.
- Identify three career fields that interest you.
- Conduct online or in-person information interviews with people in interesting careers.
- Do some research on career fields and employers in a particular geographic area.

Develop a general idea of the type and size of employer you’d like to work for.
- Identify 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 CareerNet Student Profile. Complete the online tutorial for the On-Campus Recruiting Program.
- Attend employer information sessions and career fairs on campus.
- Develop a network of people who are familiar with a career field that interests you.
- Use a variety of methods to identify job leads.
- Write a cover letter to submit with your updated resume and have it reviewed (see pages 18-34).
- Learn about organization structure, services, products, and recent performance of potential employers.
- Become familiar with different types of job interviews.
- Prepare for an upcoming interview (see pages 57-65).
- 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).
It's important to gain clarity about 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 are likely to be among a strong pool of candidates, much like when you applied to Cornell. The better you understand your focus and qualifications, the better able you’ll be to convince an employer or graduate school that you’re the right candidate.

Here’s an Example:
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 be satisfying for her, given her skills and qualities (see examples below and the listings on page 38). She decided that marketing might be a good fit, so she focused on finding a marketing-related position the summer after her junior year to test her interest in the field.

Julia researched the skills that are important in 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 related strengths, backing each with facts and accomplishments. This is what she wrote:

My Focus/Goal
A summer job relating to marketing, preferably in a retail environment in New York City.

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

2. Academic preparation: Completing a bachelor’s degree at Cornell with additional courses in marketing and business management. Received As in two marketing courses. Strong cumulative and major GPAs.

3. Creativity: Completed courses in advertising design and textile surface design at Fashion Institute of Technology. Served as member of Cornell Design League and co-chair of “Design Days” program.

4. Enjoy speaking before groups: Served as a teaching assistant for public speaking course at Cornell and Vice President of Human Ecology College Ambassadors.

5. Competent in handling market data: Completed courses in statistics and survey research.

6. Hard-working and self-starting: Financed 60% of education through scholarships and part-time work. Completed independent work projects. Earned praise on my initiative from three different employers.

Focusing her efforts allowed Julia to evaluate how closely she matched the needs of potential employers. Clarifying her goals enabled her to:
• Develop a strong resume and incorporate her experience in marketing. (You can see her resume on page 53.)
• Prepare effectively for interviews.
• Find a summer position with New York & Company.
• Receive an offer for a position in the company’s management-trainee program following graduation.

You can complete a similar exercise, no matter what your focus is. The next page describes resources that will help you with this process. And remember, it’s fine to have more than one focus, so long as you can describe each one clearly and convey your relevant strengths.

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Examples of Valuable Skills and Personal Qualities

<table>
<thead>
<tr>
<th>Skills</th>
<th>Qualities</th>
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</thead>
<tbody>
<tr>
<td>Written &amp; verbal communication</td>
<td>Initiative &amp; motivation</td>
</tr>
<tr>
<td>Analytical thinking &amp; problem solving</td>
<td>Interpersonal effectiveness</td>
</tr>
<tr>
<td>Quantitative abilities</td>
<td>Strong work ethic</td>
</tr>
<tr>
<td>Organizing &amp; coordinating</td>
<td>Flexibility &amp; adaptability</td>
</tr>
<tr>
<td>Teaching &amp; instructing</td>
<td>Honesty &amp; integrity</td>
</tr>
<tr>
<td>Researching</td>
<td>Creativity</td>
</tr>
<tr>
<td>Supervising</td>
<td>Attention to detail</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Results-orientation</td>
</tr>
<tr>
<td>Computer competence</td>
<td>Leadership potential</td>
</tr>
</tbody>
</table>
As you can see from Julia Gordon’s example on the previous page, finding a focus can take time. Julia spent two years using Career Services resources to explore options before she focused on pursuing a career in marketing. It’s not unusual to take that much time. While many students 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 can help you assess your interests and focus on one or more career fields that might be right for you. Specialty advisors can help once you have focused on a particular field, such as health, finance, or teaching.

A complete list of nearly 30 specialty advisors can be found on the CCS website under “Career Exploration.” Other staff members can help with a specific program or service of interest to you.

**Career Libraries**

The Career Library in 103 Barnes Hall has over 700 books, listings of 250 websites, and other materials as well. Its database can be searched online through the CCS website (career.cornell.edu). For example, you could search by “career exploration websites,” “careers environment,” “international internships,” “research employers,” or “interviews.”

Additionally, each college career office has a library that focuses on career information pertaining to the academic offerings of that college.

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**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 even changing majors or colleges.

- The sooner you get experience that builds your transferable qualities and skills, the more competitive you can be.

- The more contacts you make in a field that interests you, the better. The job-finding method most frequently reported by graduating Cornell seniors is personal contact and referral.

- It’s more likely that you’ll enjoy your college experience if you have a goal in mind that excites you. You are more apt to do better in your studies, too.

- If you feel like you’re running out of time, come in for individual assistance.

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**Special CCS Services**

One of the first services to use is Cornell CareerNet. When you register and complete a user profile, you will create a key communication link to Cornell Career Services. You will have the option to receive emails targeted to the career interest area(s) you select.

There are numerous additional CCS resources that can help you develop your focus. For example, 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 *Career Event Calendar*, or use the online version on the CCS website.

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

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**Career Tip**

Don’t go into an interview unprepared! Get interviewing advice and schedule a practice interview with a CCS career or peer advisor.
Over the course of your work life, networking will be the single most effective method of advancing your career. Even among Cornell graduates seeking a first position, personal contact is extremely important. Over 20% of job seekers in Cornell’s Class of 2007 found their job through networking.

Build a Contact List
Networking is an active, ongoing process in which you identify people who can provide information, advice, and more contacts.

Identify contacts through:
- **Cornell’s Alumni Mentor Network** (in Cornell CareerNet)—provides a link to alumni who understand the Cornell experience and can offer advice on courses, transitioning to the workplace, attending graduate school, etc.
- **On-campus events**—career fairs, alumni panels and speakers, and employer information sessions.
- **Referrals**—from professors, former employers, friends, and relatives. If you mention a name familiar to a potential contact, you are more likely to gain access.
- **Affiliations**—professional and community-based organizations, fraternities and sororities, and other memberships.
- **Research**—LexisNexis, industry/trade publications, employer websites, alumni magazines, and library resources can help identify potential contacts.
- **Job-shadowing (extern) programs, internships, and summer jobs**—conducting information interviews while you’re in the workplace and obtaining referrals from your supervisors and co-workers will help expand your contact list.

Arrange a Meeting or Conversation
Call or write to arrange an information interview. If you set up a meeting by telephone, prepare a brief script saying who you are, how you got the person’s name, and why you are calling. When writing, you should make the same explanations and suggest that you will call to arrange a visit. (See the sample letter on page 29.)

Prepare for Your Conversation
Taking time to prepare thoughtful, well-informed questions will demonstrate your interest and provide an incentive for the interviewee to provide more substantive information.

Follow Up and Stay in Touch
If individuals have taken the time to offer you advice, they will look forward to receiving occasional updates from you. Your goal is to keep communication lines open after the initial interview or e-mail exchange. To do that:

- **Write brief follow-up notes.** Thank the individuals for their time. State how you benefited from their advice and what actions you will take based on their suggestions. (See sample letter on page 31.)
- **Keep contacts updated** about your progress and decisions, referrals with whom you have met, etc. Inform them when you are ready to start the job search, and let them know the outcome.
- **Secure permission** before using a contact’s name.

When embarking on the job search, it’s appropriate to ask contacts, “If you hear of an opening, would you let me know?” Ask if they will keep a copy of your resume on hand to refer when they hear of opportunities that would interest you. Ask again for referrals to other people you could contact.

Increase Networking Success
- **Ask for leads and information, not for a job.**
- **Do not send a resume in advance (unless requested), but be prepared to provide a copy.**
- **Be courteous and express your appreciation for others’ time and information.**
- **When telephoning, ask if it’s a convenient time to talk.**
- **Continue using other job-search methods in conjunction with networking.**
- **Organize your contact list. Keep a record of interviews, noting the leads you obtain and what follow-up is necessary.**
Information Interview Questions

Before the interview, decide what information and advice you hope to obtain and develop a list of questions. 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. It is likely you will have more specific questions as well.

**Career Field**
- How did you decide to enter this field?
- What do you like most about your work? Least?
- What education or training is necessary for this type of work?
- What are the entry-level opportunities?
- Do you have an advanced degree? Is one required in this field?
- Is the field changing? In what ways?
- What are the greatest challenges you face in your job/organization?
- Are internships, volunteering, or other experiences helpful to getting a job in this field?
- What do you consider to be the growth areas in the field?
- What are some related careers I might consider?
- How does one learn about entry-level job opportunities in this field?

**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 obligations does your job place upon you outside the normal work week?
- How much flexibility do you have in terms of dress, hours of work, and vacation schedule?

**General**
- If you were back in college, would you do anything differently in terms of coursework or summer experiences?
- If you were just coming out of college and looking for this kind of work, how would you conduct 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 email, phone, or letter?
School-Year Activities

School-year activities can be more valuable to your career planning and preparation than you may realize. 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, graduate schools, or others.

Academics

**Coursework:** Take courses outside your major area of study to build additional skills.

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

**Research:** Many students supplement their curriculum by conducting research with faculty members in areas of interest. For more information, go to research.cornell.edu/undergrad/.

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

**Teaching Assistantships:** These positions can strengthen some highly transferable skills.

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

Student Clubs and Organizations

Cornell has more than 800 student organizations (sao.cornell.edu/sol/) as well as many sororities and fraternities. Some clubs are career-related, such as the Archaeology Club, Women in Communications, Literary Society, Women in Public Policy, or Zoo and Wildlife Society. Others, such as Empathy, Assistance, and Referral Service, or Student Ambassadors, allow you to enhance your interpersonal 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. More than 6,000 Cornell students held part-time positions in 2007-2008.

*Examples:* Working as a Resident Advisor can help you explore a student-services career while demonstrating organizational, teamwork, time management, and interpersonal skills to prospective employers. Success in a dining services position can reveal 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 learning about options. Nonprofit employers need assistance both in the Ithaca area and in places near your home.

*Examples:* Use the CU Public Service Center to find a local volunteer role in outdoor education; volunteer at a nonprofit in your home city in January to use your quantitative skills in the organization’s business function.

Special Programs

Some programs have an academic component and many involve internships. Consider Cornell in Washington, Cornell Urban Semester and Urban Scholars programs, co-op (for engineering students), Cornell Abroad, and Cornell Career Services’ FRESH and Externship programs to shadow alumni.

Career Tip

Complete your Student Profile in CareerNet, indicating which career services you desire from us. Then we can keep you informed of events and opportunities that might interest you.
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.

No matter what it’s called, a summer experience can help you explore your interests and 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. Search the Mentors database in Cornell CareerNet 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 on page 6 for networking tips.

• Visit your college career office for assistance and information focused on the unique nature and majors of the college and the specialized needs of its students.

• Use the Career Library in 103 Barnes Hall. It offers more than 100 internship resources and special files searchable by field and location.

• 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 and Salaries” section of career.cornell.edu.

• Access the “Jobs & Internships” section of Cornell CareerNet at career.cornell.edu. It includes hundreds of internship postings for opportunities across the country. Look for the icon that identifies employers who will interview students on campus for summer positions. Complete the online tutorial for a thorough introduction to the 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 Plantations, Cornell Tradition, etc. See the “Additional Summer Programs” page in the “Summer Jobs & Internships” 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 in 203 Barnes Hall or in 203 Day Hall. Funding is limited, so apply early.

• Create your own internship. Speak with a career advisor about strategies for approaching employers who don’t have established internship programs about hiring you for the summer.

• Conduct a mail campaign, using resources mentioned above to identify employers that appeal to you. Construct a strong resume and cover letter. Use a “quality” rather than a “quantity” approach.

Tips for Finding Summer Positions

• Attend the Internship Information Event on November 5, 11:00 a.m.-2:00 p.m. in the Memorial Room, Willard Straight Hall. Check listings in the Career Event Calendar for other CCS programs about summer internships.

• Use the same search methods and strategies that you’d use to find a full-time job. See the Job Search article on pages 12-15.

• Increase your chances for success by having a clear target, a strong resume and cover letter, and effective interviewing skills.

• Apply early. Deadlines for some programs, especially government positions, occur in the fall.

• 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.
Some Cornell graduates benefit from taking a year or two following graduation to clarify their career goals or strengthen their credentials. Many enjoy taking a break from academics before starting their careers or attending graduate school. The options vary greatly.

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 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 healthcare 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 Medical Association, American Museum of Natural History, Brookhaven National Laboratory, Dana-Farber Cancer Institute, Scripps Research Institute, and Weill Cornell Medical College.

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

*Recent employers:* AmeriCorps, City Year, Bread for the City, International Peace Operations Association, Lutheran Volunteer Corps, Partners in Health (Haiti), and Peace Corps.

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

*Recent employers:* The Hotchkiss School, Japan Exchange and Teaching Program, NYC Teaching Fellows, Regina School (Thailand), Student Conservation Association, and Teach for America.

**Paralegal:**
Many private law firms as well as nonprofit and government organizations offer entry-level paralegal/legal assistant positions. Typically no previous training or certification is required and there is high demand.

*Recent employers:* Neighborhood Legal Services, New York County District Attorney’s Office, Paul Weiss Rifkind Wharton & Garrison LLP, Tompkins/Tioga Legal Aid, and U.S. Department of Justice.

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**Research Tips**
To research the many one- to two-year 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.”

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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 our *Calendar of Events*, or check the schedule at career.cornell.edu.
A
bout a third of Cornell seniors pursue further
education immediately after graduation, while
many wait a year or more before applying to gain
professional experience and make certain of their interest
in a profession.

Deciding to attend graduate school is a big commitment.
First be certain of your career choice, then determine
whether an advanced degree is required. Talk with advi-
sors in Cornell Career Services in 103 Barnes Hall as well
as Cornell faculty and graduate students for their advice
and perspective as you make this decision.

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.
• Graduate research degrees typically lead to academic
careers or research in the private sector.
• Professional school degrees in fields such as medicine,
law, and social work emphasize acquiring knowledge
and skills to meet requirements for practice in the field.

Fields Most Frequently Selected*
Engineering—25%
Law—15%
Medicine—12%
Biological Sciences—9%
Health Fields Other than Medicine—5%
Veterinary Medicine—5%
Computer and Information Sciences—4%
Business and Management—3%
Physical Sciences—3%
*From a recent survey of graduating Cornell
seniors

Application Process
Cornell offers a number of resources to assist you
throughout the process.
• Pick up a copy of the appropriate graduate application
guide at Cornell Career Services (CCS) in 103 Barnes
Hall.
• Conduct research on graduate schools, personal state-
ments, test preparation, etc., in the CCS Library in 103
Barnes Hall.
• Attend workshops and orientations on the application
process offered each semester.
• Meet with an advisor in Barnes Hall for help in apply-
ing for health-related programs, law school, or other
graduate or professional programs. Call 255-5296 to
schedule an appointment.
• Decide when to take the appropriate admission test and
investigate how to prepare for it.
• Attend Graduate and Professional School Days held
each fall and speak with representatives from schools
across the U.S. about their programs.
• Obtain test bulletins and registration forms for the vari-
ous tests in 103 Barnes Hall, or visit websites of test
administrators, for example, GRE for graduate research
degrees at gre.org.
• Identify faculty with whom you’ve studied and/or con-
ducted research to ask for recommendations.
• Maintain confidential letters until you need them
through Interfolio.com, an online credentials service,
which you can locate through the CCS website at
career.cornell.edu.
• If you will be applying to law school, register for
the Law School Data Assembly Service (LSDAS),
which will store recommendations up to five years.
• Register with the Health Careers Evaluation Committee
(HCEC) for recommendations for medical school
(career.cornell.edu/HealthCareers/HCEC/default.html).

Funding Graduate Study
Many graduate programs offer funding through teach-
ing and research assistantships. In addition, there are
numerous fellowships and scholarships available. Cornell
Career Services offers programs, advising, and guides
on eligibility and application procedures for prestigious
awards.
• Pick up the fellowship guide and attend a workshop on
the application process.
• Meet with the fellowship advisor to discuss your
qualifications and the application process.
Every year Cornell graduates are highly successful in searching for positions following graduation. Cornell’s most recent annual survey of graduating students shows that 56% entered the workforce; 30% pursued graduate or professional studies; and 14% undertook other endeavors, including volunteering, travel, etc.

Additional information from that survey reveals that those who were employed took positions in diverse employment sectors:

**Business/Industry**
- Financial Services—22%
- Consulting—15%
- Hospitality—9%
- Technology—8%
- General Business—8%
- Manufacturing—4%
- Retail—4%
- Biotechnology/Pharmaceuticals—4%
- Law—4%
- Communications/Media—3%
- Agriculture—3%

**Public Sector/Nonprofit**
- Education—8%
- Other Nonprofit—4%
- Government—4%
- Labor—1%

**Top Employers**
Survey results also show that the following employers hired the most Cornellians:
- Cornell University
- Goldman Sachs & Co.
- IBM Business Consulting Services
- JPMorgan Chase
- Lehman Brothers
- Merrill Lynch
- Morgan Stanley
- National Institutes of Health
- Peace Corps
- Steve & Barry’s University Sportswear
- Teach for America
- UBS

**Get Started**
A job search takes an average of two to six months of organized effort. Cornell Career Services offers many programs and services to assist you with this process. You may also want to 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**
Research is an integral and ongoing part of any job search. Effective research will result in determining your “fit” within a career field or organization—whether for your first job or for successive ones. Here are some tips to help you.

**Identifying jobs and requirements**
- CCS Career Library in 103 Barnes Hall and/or college career office libraries.
- Websites such as indeed.com.
- Alumni, using the CareerNet Alumni Mentor Network.

**Finding different sizes and types of employers**
- CareerSearch, accessed through the Johnson Management Library, a database including three million employers.
- For public sector, sites such as idealist.org, firstgov.gov, and nyc.gov.

**Learning essentials about an employer**
- Recent developments and news items, including changes and plans.
- Products or services, current projects, innovative approaches, competitors.
- 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.
- Approach to training and advancement.

Talking with a CCS staff member
- Advisors in your college career office.
- Specialty advisors in 103 Barnes Hall and the college offices.
- Final check of your resume(s) and your focus.

Connect With Employers

Services Offered through Cornell CareerNet
An online tutorial at career.cornell.edu provides a comprehensive introduction to these CareerNet features.

Jobs and Internships for Cornellians
- An online listing of full- and part-time jobs, temporary positions, and summer jobs is provided exclusively for Cornell students.
- Positions for entry-level and experienced candidates in a wide range of career fields are added to the system daily.

On-Campus Recruiting
- Over 600 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, and scientific research.
- Some fast-growing smaller firms as well as government and nonprofit organizations also recruit on campus.

Career Tip
Be sure to have your resume and job-search correspondence reviewed by a CCS career or student advisor. Many of our offices offer these critiques on a walk-in basis.

Employer Information Sessions
- These sessions are hosted by employers—primarily those recruiting on campus—to introduce students to their organizations.
- Information sessions provide a forum for job seekers to meet potential employers and for undergraduates to learn more about a particular employer or career field.

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 a two-day career fair in September with over 200 employers.
- CCS also sponsors a nonprofit and government career fair in the spring.
- Some colleges sponsor industry-specific fairs during the year.

New York Recruiting Consortium
- Arts and Sciences and Human Ecology seniors can interview in New York City in January for positions in New York.
- Employers represent banking and finance, consulting, retail, advertising, law, and various other fields.

Communications Consortium
- Employers from a variety of career fields within the communications industry interview students from Cornell and four other colleges.
- Interviews for internships and positions following graduation take place in Syracuse in April.

Options Beyond Cornell

Employer Websites
- Employers are increasingly using online technology to manage the hiring process.
- Go directly to the “Careers” or “Jobs” sections of their websites.
- You can identify and apply for available positions or submit your application for future consideration.
- Be prepared to cut and paste information from your resume into the employer’s system when completing online applications; this will facilitate your accurate data entry and prevent your being “timed out” of the system.
Job Search

Advertised Openings
• Respond to jobs posted in the classifieds and through online services, but be aware that many positions that become available are never posted on these sites.

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
• Check the JobBank series of city guides in the CCS Library in Barnes Hall, or use your favorite search engine to find employment agencies in your field or geographic area.
• Be aware the agency’s primary client is usually the hiring organization, so the agency may be more interested simply in placing you rather than in considering how well the placement meets your needs.
• Refrain from signing up with an agency that charges you for their services.

Volunteering
• Contributing your time as a volunteer can put you in a key position 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.

Creating a Position
• Look for changes within an organization such as mergers, growth, or restructuring to create a position that uses your skills.
• Convince the employer of the need for the position and your qualifications for it.
• Help with a grant or other funding application for a position you have proposed, if possible.

Career Tip
Complete your Student Profile in CareerNet, indicating which career services you desire from us. Then we can keep you informed of events and opportunities that might interest you.

How Graduates Found Their Jobs

<table>
<thead>
<tr>
<th>Services Sponsored by Cornell Career Services</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview through on-campus recruiting</td>
<td>48%</td>
</tr>
<tr>
<td>CCS online listing or resume referral</td>
<td>22%</td>
</tr>
<tr>
<td>Previous externship/internship/co-op/employment</td>
<td>12%</td>
</tr>
<tr>
<td>Career fair/forum contact on or off campus</td>
<td>7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal, Alumni, or Faculty Contact</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal contact</td>
<td>19%</td>
</tr>
<tr>
<td>Faculty/department referral or job posting</td>
<td>12%</td>
</tr>
<tr>
<td>Networking with alumni</td>
<td>4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Methods</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet posting, excluding CCS listings</td>
<td>22%</td>
</tr>
<tr>
<td>Other means, including newspaper ad, ROTC, employment agency</td>
<td>13%</td>
</tr>
<tr>
<td>Direct application to employer</td>
<td>5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internship or Previous Employment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous internship/co-op/employment (not found through Career Services)</td>
<td>9%</td>
</tr>
</tbody>
</table>
Considerations for Special Populations

Many factors will have an impact on your job-search strategy. If you’re an international student, a U.S. student interested in working abroad, a graduate student looking outside of academia, or a student with a disability, you’ll need to pay attention to additional considerations in your job search.

International Students and the Job Search

Employment regulations, U.S. cultural nuances, and unfamiliar resources and job-search techniques can present challenges. Here is a checklist for your U.S. job search:

- Meet with an advisor in your college career office or with the international student advisor in 203 Barnes Hall. Complete the “Career Services Desired” section in your CareerNet Profile to receive information about career fairs, employer programs, and more.

- Identify employers interested in hiring international students with your career goals, skill set, and education. Not all employers are in a position to sponsor H-1B visas, so focus your efforts on those that will find short-term hires attractive.

- Be flexible. You might find a position that doesn’t meet all of your criteria. Remember that your practical training period can be a “lead-in” for a position later, either here or in another country where you have work authorization.

- Work on your interview skills. Attend special workshops for international students offered by Cornell Career Services or your college career office. Schedule mock interviews.

- Develop excellent written and oral English language skills. Seek writing assistance for your cover letter and resume from the Knight Institute for Writing Tutorial Service in 174 Rockefeller Hall before coming to Career Services for a review. Practice speaking with native English speakers on a regular basis.

- Stay current on your visa status and the regulations for practical training. Work with staff in the International Students and Scholars Office (issocornell.edu).

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 that you want—paid work (long-term or short-term), volunteer work, internship, teaching English, etc.—and assess your preparedness for it.

- Gather the financial resources you need for transportation and other expenses. Expect to pay fees for work permits and housing and job-search services, even for volunteer positions.

- Explore the CCS Library in 103 Barnes Hall and identify useful websites. Search the library database, using “international” in the keyword search.

- Develop alternatives. Competition for international positions can be very keen, especially for paid positions. Make back-up plans in case your overseas opportunity doesn’t work out.

- Prepare well for the competition. Create a U.S. version of your resume and cover letter, and then tailor your documents to country-specific standards. Refer to The Global Resume & CV Guide, by Mary Anne Thompson, in the CCS Library for assistance.

Graduate Students Not Going Into Academia

Graduate students considering alternatives to teaching or research can explore and pursue options in the business world, government, and nonprofit organizations. Some good starting points include the CCS website (career.cornell.edu), the CCS Library in 103 Barnes Hall, the Graduate Student Career advisor (255-5184), and the Career Guide Supplement for Graduate Students.

Students With Disabilities

In addition to the individual assistance and other services available through Cornell Career Services, Student Disability Services (SDS) is available to you. That office is a resource for information regarding disability issues in employment, such as when to disclose a disability, employment rights, and workplace accommodations. For more information on SDS, call 254-4545 or e-mail clt_sds@cornell.edu.
Cover Letters and Resumes. . .

Teaching Fellowship
Glendale Day School is a private elementary school with a wide reputation for educational excellence. Six teaching fellowships awarded annually are designed to help recent college graduates explore private school teaching. Applications are invited from well-qualified college graduates who have an interest in teaching, are comfortable with elementary-aged children, and have tutored or taught previously. Submit a letter of interest, resume, and recent college transcript to Joan Lewis, Lower School Director, Glendale Day School, 85 W. 61st St., New York, NY 10004.

Student Teacher
Ontoera Central School is a public the Catskill Mountain region seeks previous experience working with special education needs. Applicants are preferred. Submit resume, and college transcript to Tyler Brown, Director, Rt. 28, Boicville, New York 14051.

Susan is consistent in writing out the state name here and in her resume.

Return address indicates where Susan is currently living.

Address letter to person with hiring responsibility, which may be indicated in the job announcement. If unclear, begin with “Dear Human Resources Director” or “Dear Sir or Madam.”

Use person’s full name if you don’t know gender, e.g., “Dear Pat Smith.”

Letter opens by stating why she is writing. Identify position or type of work for which you are applying, how you learned of the position, and why you’re interested in working for the organization. Draw reader in to ensure he or she reads the entire letter. Refer to any contact you’ve had with the organization, providing names of people with whom you have spoken.

Indicate in the middle paragraphs that you understand position requirements and demonstrate that you are a good match for the job. Highlight and expand upon experiences, skills, and interests stated in your resume.

Concrete examples help demonstrate how Susan’s experience has prepared her to fulfill the requirements of the position.

She summarizes her qualifications related to the position and outlines options for ensuring that an interview will take place. She demonstrated initiative by saying she will follow up with a phone call.

The inclusion of her resume is noted.

Susan is consistent in writing out the state name here and in her resume.

492 Dryden Road
Ithaca, New York 14850
February 5, 2008
Ms. Joan Lewis
Lower School Director
Glendale Day School
85 W. 61st St.
New York, New York 10004

Dear Ms. Lewis:

I am writing in application for one of the six teaching fellowships awarded annually at Glendale Day School. As a native New Yorker, I am familiar with Glendale Day School’s reputation for educational excellence; as an alumna of the Dalton School, I know the private elementary school environment firsthand.

For some time I have known that I want to pursue a career in teaching and have sought summer employment and volunteer activities with this goal in mind. While working at a day camp for three summers, I learned the patience and tolerance needed for working with children on a daily basis. At Asphalt Green Day Camp, I managed and led a group of thirty children in active learning projects, such as discovery hikes. These projects required the ability to maintain control of the group and to ensure their safety, while facilitating both their education and enjoyment.

I have also worked with young children on an individual basis. As a math tutor and as a mentor for troubled children, I have designed activities and lessons for individual youngsters coping with academic or emotional difficulties. Currently, I volunteer three hours a week in a first-grade classroom at a local elementary school, where I have gained experience working with children in a formal classroom environment.

Working with young children, whether one-on-one, in groups, or in the classroom, requires patience, energy, and dedication. I believe my paid and volunteer experiences, as described in my enclosed resume, have prepared me for the demands of a teaching fellowship. I would welcome the opportunity to discuss available positions with you and can travel to New York any Friday. I am arranging for my Cornell transcript to be sent to you and will contact you within a week to set up a meeting. If you would like to contact me sooner, you can reach me at (607) 277-4073 or e-mail me at sgm14@cornell.edu. I look forward to speaking with you. Thank you for your time and consideration.

Very truly yours,

Susan G. Moore

Enclosure
### Susan Moore

**Current Address:**
492 Dryden Road  
Ithaca, New York 14850

**Permanent Address:**
25 West 48th Street, Apt. 6  
New York, New York 10023  
After May 25

**Objective**
Teaching position in a private elementary school.

**Education**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Major</th>
<th>Concentration</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cornell University, College of Arts and Sciences</td>
<td>Bachelor of Arts, May 2008</td>
<td>Psychology</td>
<td>Women's Studies</td>
<td>3.32</td>
</tr>
<tr>
<td>The Dalton School, New York, New York</td>
<td>Honors Diploma, June 2004</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Relevant Courses**
- Psychology Fieldwork: The Helping Relationship
- Problematic Behavior in Adolescence
- Psychological of Sex Roles

**Experience**

- **Assistant Teacher**
  - February 2008-present  
  - Belle Sherman Elementary School, Ithaca, New York  
  - Volunteer approximately three hours per week in a first-grade classroom  
  - Help children develop reading abilities and comprehension; provide educational support  
  - Facilitate social and emotional development of difficult students  
  - Aid teacher with classroom management

- **Camp Counselor**
  - Summers 2005-2008  
  - Asphalt Green Day Camp, New York, New York  
  - Supervised independently groups of children ages five to eight  
  - Taught swimming and monitored other recreational activities  
  - Planned schedule for daily free periods and several field trips  
  - Worked closely with parents to ensure their satisfaction with camp

- **Math Tutor**
  - Summer 2006  
  - Private Clients, New York, New York  
  - Met weekly with second grader to improve his mathematical skills  
  - Developed lesson plans and conducted all sessions

- **Field Work with Troubled Children**
  - October 2005-April 2006  
  - Belle Sherman Elementary School, Ithaca, New York  
  - Met bi-weekly with troubled child and worked on socialization skills  
  - Created trust-building exercises and activities that were conducted on school grounds  
  - Provided unconditional affection and attention

- **Assistant in Autistic School**
  - September 2003-May 2004  
  - P.S. 169, Special Education Division, New York, New York  
  - Assisted with weekly art class and aided art teacher when necessary  
  - Worked on socialization skills and acceptable behavior patterns  
  - Encouraged students to interact and engage in conversation  
  - Developed relationships with each individual

**Activities**
- Kappa Alpha Theta Sorority: Philanthropy Chair, 2005; Chaplain, 2007  
- Empathy and Referral Service: trained three hours per week for two years in active listening skills; helped clients by rephrasing and reflecting their issues

**Interests**
- Running, knitting, classical music

---

Susan chose the chronological resume format to present information about her strengths and experience.

Permanent and local addresses are provided so employer can locate her.

Objective (optional) reflects the career interest expressed in the opening of her letter.

Information about high school is included to demonstrate familiarity with private schools.

Courses relevant to her career interests are included.

She distinguishes between position and employer through the use of boldface and italics.

Her experience working with children in a variety of roles and settings is described.

Notice how she quantifies her experiences when possible by indicating frequency of activities and extent of her volunteering.
Cover letters are just as important as resumes in conveying your value to employers. You’ll use them to:
• Introduce yourself to prospective employers and motivate them to read your resume.
• State your career interests and highlight your strengths in relation to job responsibilities and/or organizations.
• Demonstrate your writing skills, professionalism, and courtesy.
• Reveal your personality and enthusiasm for the position, organization, and field.

You’ll need to develop several types of letters. After you have drafted your letters, visit your college career office or Cornell Career Services in 103 Barnes Hall for critiquing. Samples of all these types of letters are found on pages 21-34.

Information Interview Letters
Write to an individual working in a field of interest to request an information interview.
• The goal of your letter will be to arrange a meeting or phone call to learn about the person’s work. Refer to the section on career networking on page 6 to learn more about developing your career interests through information interviews.
• State how you identified the person, what you would like to learn, and when/how long you would like to meet or talk with them by phone.
• Make it clear you are seeking information, not applying for a position.

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

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 these critiques on a walk-in basis.

Guidelines for Writing Letters
Reach your professional goals by preparing well-written and thoughtful letters.
• For more information and guidance, see the annotated cover letter on page 16.
• Learn the name and title of the person responsible for hiring in the department that interests you; address your correspondence to that person.
• Convey that you are informed about the organization and knowledgeable about the job responsibilities.
• Describe how your qualifications meet the employer’s hiring needs.
• Demonstrate your competence in communicating—a critical skill you would bring to the job.
• Refer in your opening sentences to a personal or professional contact who has directed you to the organization, if applicable.

Letters of Application
Write to a prospective employer in response to a specific job you have seen advertised or have identified through networking.
• Keep in mind that the primary purpose of cover letters and resumes sent to employers is to obtain interviews.
• Motivate employers through a well-written cover letter to read your resume to learn more about you.

Follow-Up Letters
Thank-You Letters
Thank interviewers for meeting with you following information or job interviews.
• Reiterate 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 whom to write to if you spoke with more than one person.

Offer-Acceptance Letters
Respond to the employer to express your pleasure at receiving the offer and your enthusiasm for joining the organization.

• For more information, see the Job Offers section on page 66.
• Confirm the terms and conditions of your employment, including salary, start date, benefits, etc.

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 our Calendar of Events, or check the schedule at career.cornell.edu.

• 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.

• 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.
• Pave the way for future opportunities with the employer and networking with individuals you met there through a cordial decline letter.
• For more information, see the Job Offers section on page 66.

E-Mail Etiquette
If you will be communicating with employers via e-mail, keep these guidelines in mind:

• Use an appropriate subject header.

• Include your cover letter and resume within the body of your message, since employers may not be able to open attachments.

• Begin your message with “Dear Mr./Ms.” and spell the recipient’s name correctly.

• Introduce yourself early in the message and state your reason for writing.

• Be professional and positive; the language in job-related messages should be more formal than in other e-mail messages.

• Avoid strange fonts, distractions at the bottom of your messages such as cute signatures or quotes, and symbols sometimes used in messages sent to family or friends.

• Keep your message brief; don’t ask a number of questions or ramble on.

• Proofread your message carefully before sending it 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.
• Use 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 enclosed resume.
• Highlight and expand upon the most relevant information in your resume, using specific examples.
• Use correct grammar.
• Have someone proofread letters to make sure they are error-free.
• Use high-quality bond paper and envelopes in white, ivory, or light gray.
• 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 and paragraphs with “I.”
• Use jargon or excessive wordiness.
• Exceed one page.
• Copy exact wording from letter examples in this Guide.
• Assume spellcheck will identify all errors.
• Overlook signing your letters.
• Emphasize what you hope to get from the experience, but rather what you can contribute.
Betsy Lydon, Outreach Director  
Mothers and Others for a Livable Planet  
40 West 20th Street, 9th Floor  
New York, New York 10011

Dear Ms. Lydon:

A natural resources 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 Cornell Greens, I organized meetings, workshops, rallies, and Earth Day activities for the Cornell campus, and also established an environmental educational 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 expanded 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. 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
Clara Dickson Hall, Room 5215
Cornell University
Ithaca, NY 14853
December 10, 2007

Brian Saed
Director of High School Programs
The Princeton Review
2001 Route 46, Suite 410
Westport, CT 06880

Dear Mr. Saed:

I am eager to be associated with a progressive organization such as The Princeton Review after I graduate from Cornell University in May. The scope of The Princeton Review’s training program and philosophy of customer service are impressive. Please consider me for the Assistant Director position with The Princeton Review that you advertised through Cornell’s online job listing.

I have acquired considerable managerial and supervisory experience as an undergraduate. While an administrative intern at a nursing home, I made significant contributions to the efficiency of the organization by analyzing the functions of seven departments and developing administrative systems to coordinate the efforts of 48 staff members. As program assistant in a Cornell residence hall, I supervise six resident advisors who, in turn, have responsibility for 200 students. A volunteer coordinator for my church, I oversee a corps of 50 adult and adolescent parishioners who plan social and educational activities for the parish.

The analytical skills I have gained as a biology major, as well as my practical managerial experience in a variety of positions, would, I believe, make me a valuable addition to The Princeton Review. I would welcome the opportunity to discuss my qualifications with you and will contact you within a week to arrange a time to meet. I will be available between December 26 and January 13, and on Thursdays or Fridays beginning January 21. Thank you for your consideration.

Very truly yours,

Sam Thomas

Enclosure: Resume
934 Stewart Avenue, Apt. 32
Ithaca, New York 14850
October 5, 2007

Mary Ellen O’Connor
Recruiting Coordinator
St. Louis Consulting Group
239 Lindell Boulevard
St. Louis, Missouri 63104

Dear Ms. O’Connor:

While attending the St. Louis Consulting Group’s information session at Cornell University on September 28, I was impressed to learn about the consulting group’s remarkable achievements and growth over the last three years and the organization’s informal and relaxed environment. I appreciate both the exciting vision and distinct company culture conveyed by the team during the presentation and am confident that I would thrive in your entrepreneurial firm.

My undergraduate experiences demonstrate my flexibility, as well as my problem-solving and leadership skills, which I believe are necessary in the St. Louis Consulting environment. As a Peer Educator in Human Relations, I learned group dynamics and conflict resolution. Furthermore, as president of Cornell’s chapter of AISES (American Indian Science and Engineering Society), I have taken the initiative to restructure the organization by collaborating with numerous academic and administrative offices on campus. Through Cornell’s rigorous chemical engineering curriculum, I have acquired analytical and quantitative skills essential to problem solving. These skills proved particularly useful during my summer internships at Eastman Kodak and Dow Chemical, where I often faced ambiguous problems in unfamiliar areas.

Working with a dynamic and quickly growing company in a challenging position requires the high level of energy, responsibility, and creativity I have demonstrated in academics, work experiences, and campus activities. I would welcome the opportunity to discuss the business analyst position at St. Louis Consulting Group with you at your convenience, and enclose my resume for your consideration.

Very truly yours,

Lisa Swanson
Enclosure
David R. Guzman, Vice President
Information Technology
Morgan Stanley
750 Seventh Avenue, 31st Floor
New York, New York 10019

Dear Mr. Guzman:

I would like to meet with representatives of Morgan Stanley’s Information Technology training program to discuss my qualifications for joining Morgan Stanley. After reviewing your website and speaking with other Cornellians who have completed the program, I am particularly intrigued by the company’s hands-on approach to training and emphasis on team-building. I am confident that my skills and abilities could contribute to solving business problems through technology.

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

You indicate that successful candidates in the Information Technology area will have demonstrated quantitative and analytical ability, a desire to work in a team-oriented environment, and a strong interest in business. I believe my background matches these desired strengths and interests and that I would be successful in your rigorous program. I look forward to speaking with you on October 25 when you visit the Cornell campus.

Sincerely yours,

Sarah Kaufman

Enclosure
Norma Stocker, Director of Personnel  
San Francisco AIDS Foundation  
25 Van Ness Avenue, 6th Floor  
San Francisco, CA 94102

April 11, 2008

Dear Ms. Stocker:

I am writing to inquire about available full-time positions at the San Francisco AIDS Foundation, and enclose my resume for your consideration. The Foundation’s initiatives involving political advocacy, public-health education, and direct support to people with AIDS and HIV appeal to me as an advocate of social justice and human rights.

My experience as a leader in political activism ranges from organizing and initiating programs on campus to coordinating events in a statewide campaign. At Cornell, I established the first Rock for Choice concert to benefit Planned Parenthood, and frequently speak at events sponsored by COLA (Cornell Organization for Labor Action). In California, I was a grassroots organizer on the Proposition 205 Campaign and made a presentation to the Mayor and City Council of Santa Monica.

I became committed to AIDS-related issues when I worked directly with HIV-infected patients at the Long Island Jewish Hospital Hemophilia Treatment Center and witnessed how the great physical and emotional pain patients suffer is compounded by a lack of personal and programmatic support.

In the course of these experiences, I have demonstrated my motivation, energy, and passion for caring and helping. I would welcome the opportunity to contribute these abilities to the San Francisco AIDS Foundation and will call you the week of April 21 to discuss your needs. If you would like to contact me sooner, you can reach me at (607) 272-7871. Thank you for your time and consideration.

Sincerely yours,

Won-Young William Chu

Enclosure
Mr. Constantine Logos, Director
Federal Reserve Bank of New York
33 Liberty Street
New York, NY 10045

February 21, 2008

Dear Mr. Logos:

After studying economic theory for four years, I have a strong desire to apply what I have learned in a practical setting, working with data and analyzing economic phenomena. Reading the *Federal Reserve System: Purposes and Functions*, I was struck by the broad array of functions carried out by the Federal Reserve, the significant role it plays in both the money and financial markets, and the influence it exerts on the economy as a whole. I would value the opportunity to work as an assistant alongside some of the best people in the field for the Federal Reserve.

With a grade point average of 3.4 in my economics major, significant coursework in mathematics, and experience using statistical packages such as SAS and Data Desk, I believe I have the academic background necessary to do excellent work as an economics research assistant. As reflected in the enclosed resume, my work experience and extracurricular activities have helped me develop skills that should be useful in any research setting. Writing articles for the *Cornell Perspective* on such topics as the difficulties facing the school assembly and the West’s response to the crisis in Eastern Europe taught me to research extensively, analyze my findings, and communicate my conclusions clearly.

I look forward to speaking with you and learning more about the Federal Reserve. I believe that with my strong background in economics and my experience as a researcher, I would make a valuable contribution to your organization. I will call you next week to see if it would be possible to arrange an interview.

Yours truly,

(Ms.) Tomoko Kimura

Enclosure
431 Buffalo Street
Ithaca, New York 14850
February 12, 2008

Mr. Alden Winthrop, Partner
Booz Allen Hamilton Inc.
101 Park Avenue
New York, New York 10178

Dear Mr. Winthrop:

Ms. Eileen Mineo, partner at Booz Allen Hamilton in Boston, suggested that I inquire about your research associate training program. 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. I am seeking a position in a well established consulting firm and find appealing your combination of excellent classroom instruction and rotational assignments exposing trainees to strategy consulting and government consulting.

My academic background has provided me with the ability to focus on a problem and to find the solution. Course work in statistics and econometrics has sharpened my ability to analyze data and interpret financial reports. In addition, my internship at Smith Barney and sorority leadership positions have strengthened my ability to juggle many responsibilities and prioritize tasks, handle pressure, and communicate effectively with my supervisors and co-workers.

As reflected on my resume, my strong academic record at Cornell, an internship in the investment field, and leadership positions demonstrate a high level of motivation, which would make me successful in Booz Allen’s training program. I would welcome the opportunity to meet and discuss my qualifications with you. I will call in a week to determine if a mutually convenient time can be arranged. Thank you for your consideration.

Very truly yours,

(Ms.) Irina Misek

Enclosure
Dr. Virginia Mulvaney  
Weill Cornell Medical College  
1300 York Avenue, Room E400  
New York, NY 10021  

December 10, 2007  

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 gain practical training 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 work out perfectly on the first attempt, I understand that working in a research laboratory requires discipline and perseverance to perform mundane tasks repeatedly and carefully. A 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 14 to January 20, and could meet at your convenience during that period. I look forward to speaking with you.  

Sincerely yours,  

Daniel Thomas  

Enclosure
Mr. John Campbell, Associate Director  
Virginia Small Business Commission  
3190 West Canton Street  
Richmond, VA 26811

Dear Mr. Campbell:

The article in the March 26 Wall Street Journal featuring your work with the Virginia Small Business Commission has motivated me to learn more about your experiences in retail development. I am a business management major at Cornell University and am seeking information about retail and warehouse management, particularly for the businesses in rural communities. I would appreciate hearing your assessment of where the industry is headed and where you think job opportunities will develop. Any suggestions for how to prepare to enter this field, both in terms of experience and course work, would be very helpful.

I will contact your office in a week to discuss the possibility of scheduling a twenty- to thirty-minute appointment. I have noted that you have registered with the Cornell Career Contact Network and would be happy to communicate through the Network if you prefer. Thank you for your consideration. I look forward to talking with you.

Sincerely,

Christine O’Neill
John R. Lawrence, Vice President
Reed Parker and Lehman Investments
30 Wall Street, 17th Floor
New York, New York 10022

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 yours,

Wendy Peterson

Enclosure: Research Project Summary
September 21, 2007

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
611 E. Seneca Street  
Ithaca, NY 14850  
January 30, 2008

Mr. Maurice Blair  
Managing Editor  
The Wilson Quarterly  
901 D Street SW, Suite 704  
Washington, DC 20024

Dear Mr. Blair:

I appreciate your 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 my awareness of the need for 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 Cornell Magazine to discuss an internship. I have also contacted the managing editor of American Demographics and Jason Winters in Media Services. Thank you for giving me these names. I will keep you informed of the outcome of these efforts.

Again, thank you for so generously 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.

Sincerely,

Seth Greenfield
Joan Hayes, Director of Marketing  
Associated Stores  
425 East State Street  
New York, New York 10122  

Dear Ms. Hayes:

I am pleased to confirm my acceptance of your offer to join Associated Stores as Assistant Product Manager. As we discussed in our telephone conversation yesterday, I will begin work on June 16 at an annual salary of $47,287 and will complete a medical examination before the start date. I look forward to receiving a written confirmation of the offer and benefits package.

In the event that you need to contact me before June 16, please note that I can be reached at my parents’ home at 914/654-3210 from May 26 through June 15.

Thank you again for your consideration and help during the interview process. I greatly appreciated your informative and personal approach.

Sincerely yours,

Margaret Long
321 Buffalo Street  
Ithaca, New York 14850  
March 28, 2008  

Brendan O’Rourke  
Regional Sales Manager  
Bingham Industries  
1436 Eastman Avenue  
Rochester, New York 13688  

Dear Mr. O’Rourke:  

Thank you very much for offering me the position of Sales Trainee at Bingham Industries. After considering this opportunity carefully, I have made a difficult decision not to accept your offer. I believe that at this point in my career another position I have been offered fits 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 yours,  

Dwight Meyers
An effective resume reflects your career focus and an understanding of how your experiences, skills, and personal attributes contribute to your immediate goals, usually, employment or graduate school.

Create a distinct version of your resume for each of your different career goals.

**How Employers Use Resumes**

Employers use resumes at various points in the hiring process to:

• Determine whether to interview you, based on a perceived “fit” between your skills and interests and the organization’s needs.

• Develop interview questions or start a conversation about your experiences, abilities, interests, etc.

• Draw inferences about transferable skills—such as attention to detail—from how well you present yourself on the resume.

• Verify the accuracy of your information. Correct reporting of your personal information—GPA, degree status, employment history, achievements, extracurricular activities, etc.—is an important predictor of ethical behavior in the workplace.

**Goals in Creating a Resume**

Develop a resume that helps the reader answer the question, “How/what will this candidate contribute to the organization?” The following guidelines will help you demonstrate your potential:

• Target your resume to reflect that you understand the qualifications necessary to do the job and are familiar with industry-relevant language and the career field.

• Illustrate that you have transferable skills related to your career focus, or skills valued by all employers. (See pages 4 and 38.)

• Provide enough detail to enable the reader to evaluate your contributions rather than simply to review a list of your responsibilities.

• Include results-oriented statements that show you have met or exceeded goals and expectations.

• Quantify when possible, including numbers and/or descriptive words such as “doubled” or “increased.”

**Resume Formats**

The way you organize the content of your resume—by work history or skill sets—will emphasize different information about you. As you read the descriptions below, refer to pages 42-56 for an example of each format.

If you are not sure which format is most appropriate for your immediate goal, contact 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 an externship may find the functional format a better option.

**Chronological Format**

This is the most widely used and accepted 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. This format:

• Emphasizes education, job titles, and employers.

• Describes responsibilities and achievements.

• Presents 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, Computer Experience, or Other Experience.

**Functional Format**

Although less common for college students, functional (or 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. This resume style:

• Highlights skills and personal qualities and de-emphasizes specific job titles, names of employers, and dates.

• Combines 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.
Combination Format
This style merges elements of the chronological and functional formats. It accentuates skills and capabilities, and includes employment information within the skill groups. The directness of the chronological format is retained, and skills are grouped by functional categories.

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. Just remember to 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, 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 47).

Objective
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.
Opinions differ among employers and career professionals on the need to include a career objective on a resume. Check with your college career office to see whether an objective statement is recommended for the kind of position you’re seeking.

Alternatives to an Objective
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), majors(s), and any official concentration(s).

• Degree(s) and date(s) received.
• Study-abroad experience, honors-thesis title, etc., as applicable.
• Cumulative GPA, if it is at least 3.0, and major GPA if it is considerably higher—carried to two decimal points. *(Note that guidelines for science and technical fields may vary. Check with your college career office.)*

Beyond sophomore year, do not include your high school unless it is nationally recognized, is located in an area where you want to work, or otherwise 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 doesn’t directly relate 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 experience:
• Full-time and part-time work during the summer, academic year, and school breaks.
• Research experiences, co-op positions, or internships.
• Volunteer work and extracurricular activities.
List positions held, organization names and locations (city and state), and month and year of your involvement. Summarize your accomplishments in each experience in results-oriented statements beginning with action verbs (see page 39). 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’s preferable to show continued employment, if possible. You can organize unrelated experience into an Other Work Experience category.
Special note about scanned resumes and online applications: Many employers now use electronic applicant tracking systems to store a large volume of information submitted by candidates. 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 college career office for assistance.

Special Skills
In general, it is best to indicate your skills through providing specific examples of how you’ve used them (for instance, in your Related Experience section). But, include in this section:
- Languages and level of expertise, such as “Conversational.”
- Computer languages and programs.
- Additional related skills not mentioned elsewhere.

Activities and Interests
Although not required on a resume, your activities and interests may help convey additional information about you. In order of importance, list:
- Student organizations, professional associations, community involvement, and committees, including any offices held.
- Interests such as music, sports, and the arts.
Include high-school activities only if directly relevant. Some students choose not to include religious activities or those representing extreme political views.

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

Improving a Resume
The following examples demonstrate how various elements of a resume can be changed to increase impact.

Objective
Before: To obtain a summer job where I can improve my understanding of operations research.
After: A summer position using operations-research skills and knowledge of economic theory to solve manufacturing problems.

Experience
Before:
- Wrote article for school paper on Hispanic students.
- Suggested ideas for other articles.
After:
- Wrote award-winning article published in The Cornell Daily Sun on reasons Hispanic students chose Cornell over other options.
- Suggested follow-up article surveying peer institutions, resulting in a published series on Hispanic students at Ivy League institutions.

Section Title for Course List
Before: Relevant Courses
After: Communication and Language Courses

Activities
Before:
- Belle Sherman After-School Program
After:
- Tutor, Belle Sherman Elementary After-School Program. Developed group activities for fourth- and fifth-graders to learn and practice conversational Spanish.

Resources
There are many resources to help you write your resume:
- Books on resume writing in your college career office or the CCS Library in 103 Barnes.
- The CCS resume-writing tutorial online at career.cornell.edu.
- Sample resumes on pages 42-56.
- Descriptive qualities and action verb lists on pages 38 and 39.
- Critiques by a CCS staff member or peer advisor who will review your resume to make suggestions on content, presentation, style, terminology, proofreading, etc.
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. As you compete with other candidates, you can increase your chances of making the best possible impression by being able to discuss your relevant strengths. In a 2007 survey by the National Association of Colleges and Employers, employers identified personal qualities as well as specific skills among the top ten attributes they seek in candidates:

1. Communication skills (written and verbal)  
2. Honesty/integrity  
3. Interpersonal skills (relates well to others)  
4. Motivation/initiative  
5. Strong work ethic  
6. Teamwork (works well with others)  
7. Computer skills  
8. Analytical skills  
9. Flexibility/adaptability  
10. Detail-orientation

This page and the next one will help you specify your qualities and skills. Personal qualities are evidence of “soft skills” that relate to your emotional intelligence quotient (EQ). Many studies have shown that your “EQ” is key to your success on the job, to your leadership ability, and to all your relationships. The following list of descriptors of “soft skills” will help you convey your qualities on your resume:

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

You can present your personal qualities in a variety of ways, just as you can your skills. In general, qualities are easier to describe in an interview, cover letter, application essay, or e-mail message than they are on most resumes. In resumes, they are sometimes conveyed indirectly.

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 service orientation by listing one or more volunteer activities. This would make your point in an indirect but effective way. In a letter or interview, you could discuss these qualities directly and by name.
On your resume, convey your experience and accomplishments through action statements. Use the past tense of these verbs for previous achievements, the present tense for current activities. For suggestions on verbs that convey specific skill areas, including analytical, organizational, technical, and more, see the Resume section at career.cornell.edu.

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Cornell Career Services
A curriculum vitae, or CV, is a document that presents professional qualifications, education, research, professional experience, accomplishments, activities, and special skills. CVs are used primarily by applicants for university teaching and research positions, or for fellowships and grants.

There is a good deal of flexibility in developing a CV, but some general guidelines apply:

- A CV can vary in length from two pages to several pages.
- Titles and order of sections are arranged to highlight strengths in relation to position requirements.
- Applicable accomplishments and skills should be described to provide information for employers.
- Items within each category are listed chronologically, with the most recent appearing first.
- Choose category headings as appropriate to reflect certifications/licensures, presentations/conferences, workshops, training, languages, etc.

### Resources

Faculty advisors are often the best resource for determining what constitutes effective content for your discipline. The CCS Career Library in 103 Barnes Hall contains books with examples of CVs and formatting assistance (keyword search: “CV”). Refer also to Cornell’s Career Guide Supplement for Graduate Students. An additional excellent resource is The Chronicle of Higher Education’s “The CV Doctor” series (chronicle.com/jobs/tools/cvdoctor).

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### Sample Curriculum Vitae Format

**Name**
**Address**
**Telephone**
**E-mail Address**

**Education**
Institution, major, minor or concentration, degree, and year. Ph.D. dissertation title, brief description, and name of thesis advisor.

**Professional Employment**
Title or rank, department, institution, and dates.

**Research/Teaching Interests**
Short description of current and planned research or teaching interests.

**Research/Teaching Experience**
Research projects and courses taught.

**Fellowships, Honors, Grants, and Awards**
Title, funding agency, amount of award, co-investigators, and dates.

**Professional Service and Activities**
Service on national or regional boards and college and university committees.

**Membership in Professional Societies**

**Presentations**
Papers or posters presented at conferences, seminars, and invited lectures.

**Publications**
Books, papers, articles, chapters, etc.

**References**
Names, titles, addresses, and phone numbers of three current references, and/or name of dossier service managing your reference packet.

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### Career Tip

Complete your Student Profile in Cornell CareerNet, indicating which career services you desire from us. Then we can keep you informed of events and opportunities that might interest you.
Resume Tips

Do

- Create a crisp, clean, professional appearance with a simple, balanced, and well-organized format.
- Center the body of text with one-inch margins.
- Space sections so that the reader can distinguish main headings from position descriptions, activities, etc.
- Maintain consistent indentation, capitalization, font style, and spacing.
- Use the active voice.
- Quantify accomplishments when possible.
- Begin phrases with 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 for well-designed resumes.
- Have a peer or professional advisor critique your resume.

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 position working with people.”
- Include your citizenship unless you’re concerned it might not be apparent from your name and/or address. 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.
In these resume examples, we provide a wide range of experience, skills, and formats. Labels indicating the different formats are intended to provide a context, not to imply a particular format is uniquely suited to the information presented in that resume. Look through the section and take from the resumes what works best for you. Return to the section on resumes (pages 35-37) for additional information.

**Chronological Resume**

**John S. Hughes**

**Current Address**
124 Catherine Street
Ithaca, NY 14850
(607) 277-5332
jsh23@cornell.edu

**Permanent Address**
32. Lexington Avenue
Roanoke, VA 23901
(815) 583-4549
JHughes620@aol.com

**Objective**
To obtain a position applying research and writing skills in publishing.

**Education**
Cornell University, College of Arts and Sciences, Ithaca, NY
Bachelor of Arts in History, May 2008
Cumulative G.P.A.: 3.46. In major: 3.65

**Honors/Awards**
Dean’s List for 2 years • Cornell Tradition Fellow • Marine Corps League Scholarship • John G. Lynch Foundation Scholarship • Delaware Scholastic Press 1st Place Award for Satire • Named Outstanding Senior Athlete by Cornell Daily Sun

**Related Experience**
Undergraduate Research Assistant
Professor Walter LaPeber, Cornell University, Ithaca, NY

Researcher and Writer
Summer 2006
Pennsylvania Resources Council, Media, PA
Compiled comprehensive guide to recycled products for consumers and small businesses. Composed questionnaires sent to over 500 companies nationwide for product verification; designed database for storing information. Wrote and formatted final form of guide. Edited articles for PRC newsletter. Researched legislation on environmental issues; attended and reported on EPA conferences.

Editor
Cornell Political Forum, Cornell University, Ithaca, NY
2006-2008
Proofread and edited articles. Formatted magazine, named one of top two college magazines in country.

**Other Experience**
Resident Advisor
August 2006-May 2008
Community Development, Cornell University, Ithaca, NY
Supervised 96 students in residence hall. Served as primary resource on campus policy and information. Counseled students having difficulty adjusting to college experience. Planned and provided activities and information sessions for overall complex of more than 500 students.

Student Intern
Summer 2005
Adult Probation and Parole Services, Delaware County Courthouse, Media, PA
Supervised cases for over 50 clients by explaining rules of probation, maintaining monthly contacts, collecting court fees, and attending court proceedings. Implemented a more orderly system for recording client contacts.

**Additional Skills**
Microsoft Word, Adobe Photoshop, and SAS statistics package.
UNIX operating systems.
Proficiency in Russian. Experienced peer counselor.

**Activities**
Cornell University Men’s Basketball, Captain: Provided leadership to team for two seasons.
Cornell University Glee Club, Vice-President: Planned, coordinated, and supervised all Glee Club social activities, including events with alumni and other campus groups. Organized club participation in campus intramural sports. Increased campus exposure of club through informal performances and distribution of information pamphlets.
DeWitt Middle School: Tutored sixth, seventh, and eighth grade students in reading, writing, mathematics, and history. Focused on developing good writing and analytic skills.
Sarah R. Wright
srw220@cornell.edu

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

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

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

EDUCATION
Cornell University, Ithaca, NY
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 Agway customers in the areas of gardening and pet supplies.
• Negotiated publishing company contracts with professionals for New Student Directory.
• Interacted with local and regional American Red Cross offices.
• Motivated over 40 shoppers to donate canned foods.
• Aided customers by providing loan pay-off 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.
• Elected New Student Directory editor; determined Directory’s content, layout, and format.
• Selected company to publish Directory.
• Directed and organized canned food drive for American Red Cross.
• Organized and motivated over 50 volunteers for service projects.

Analysis
• Prepared, conducted, and analyzed customer service survey for Agway.
• Created managerial accounting budget using Access.
• Organized and analyzed credit reports and verifications of deposits, loans, and employment.
• Conducted research to locate check information.

Initiative
• Remerchandised several department sections to help improve consumer sales.
• Reorganized process for receiving feedback on New Student Directory.
• Devised method for efficiently recycling paper for mortgage processing department.
• Designed poster that aided in recruiting new sorority members.

EMPLOYMENT
Management Intern, Agway Inc., Concord, MA Summer 2007
Mortgage Processor, Compass Bank, Bedford, MA Summer 2006
Loan Servicing Clerk, Compass Bank, Bedford, MA Summer 2005
Deposit Services Clerk, National Bank of Fairhaven, Acton, MA Summers 2003, 2004

CAMPUS AND OTHER ACTIVITIES
Alpha Phi Omega: Concessions Chair; Sunshine Co-Chair Cornell Symphony Orchestra
American Red Cross Canned Food and Blood Drive Chair Dickson Hall Senate Member
NATALIE GARCIA

Temporary Address
119 Eddy St., Apt. 5
Ithaca, NY 14850
(607) 277-2809
npg13@cornell.edu

Permanent Address
120 Wilson Dr.
Warren, PA 17011
(717) 737-3264

EDUCATION/HONORS

Cornell University, Ithaca, NY, Bachelor of Arts in Spanish, May 2008. GPA 3.54

Dean’s List all semesters, Alpha Lambda Delta Honorary Society, Unions and Activities Distinguished Service Award, Bryn Mawr Summer Program in Madrid, 2006

Courses: Communication and Persuasion, Business Management, Public Relations and Advertising

MANAGEMENT/LEadership

House Manager, Pennsylvania Stage Company, Allentown, PA. Summer 2007
Managed front-of-house activities during performances. Introduced and coordinated effective volunteer program; recruited, trained, and supervised staff of 100 ushers. Restructured and systematized concession services; controlled inventory and bank for concessions. Maintained security.

Teaching Assistant, Cornell University. Fall 2006
Prepared lesson plans and facilitated discussion sections weekly. Provided feedback and recommendations for students and instructor. Refined group process skills.

PROMOTION/PUBLIC RELATIONS

Promotion Chairperson, University Unions Program Board, Cornell University. 2006-2008
Devised 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. 2006-2008
Acted as liaison between College and potential students. Conducted information sessions and tours, hosted visiting students, and promoted Cornell at high schools.

Editorial Staff, Cornell Student Handbook. 2005-2008
Wrote, edited, and created layout for 100-page guide for new students with circulation of 3,000.

PROGRAM DEVELOPMENT/MARKETING

Activities Co-Coordinator, Senior Class, Cornell University. 2007-2008
Coordinate activities for class of 3,000. Head and delegate responsibilities to a ten-person committee. Manage successful marketing campaigns for products and events.

Lecture Programming Chairperson, University Unions Program Board, Cornell University. 2005-2006
Researched and developed program opportunities. Directed committee of six coordinating major lecture series; forecasted community response. Prepared and presented budget.
**Objective:** I am a graduating senior looking for a challenging entry-level position where I can gain experience in banking, finance, or retail.

**Schools:** Sociology major at Cornell University from September 2004 to May 2008 earning a grade point average of 3.0092

Work 8-10 hours/week to help with education expenses

Graduated of Bronx High School of Science—June, 2003 (Regents Degree)

**WORK:**

Bookkeeper at CRESP, Cornell, Sept. 2003 to resent
- Helping to run office
- Worked on accounts and doing bookkeeping.

Business administrator at IBM in New York City from June to August, 2005 & 2006
- Did monthly forecasting
- Worked on inventory for audit
- Prepared PowerPoint presentations
- Ordered equipment for meetings
- Placed machines on maintenance

Associate at Express in New York City from June to August, 2004, 2005 & 2006
- I was promoted to wrap desk coordinator in 2005
- Managed 4 cashiers and opened and closed their cash registers
- Handled returns and voids
- Responsibility for counting the bank
- Excelled in sales
- Customer service-oriented
- Commended for promotion ideas

Research assistant at Queens College in New York City, July 2001 to Aug. 2003
- Made survey
- Used SAS to prepare data
- Assisted professor in writing article for publication
- Read articles on socialization of adolescents

**SKILLS:** Excel ✔ FASS ✔ Harvard Business Graphics ✔ DBaseIII Plus ✔ WordStar ✔ Display Write ✔ Speak Mandarin Chinese

**Personal Qualities:** Exceptional sales and promotional ability
- Hard worker ✔ Like to ice skate ✔ Run ✔ Play frisbee

**School Activities:**
- Help other students learn English
- Student advisor
- Minority student business group
- C.S.A.

**Citizenship:** U.S.

**References:** Available upon request

Add relevant coursework to support interest in finance

Use active verbs in present tense

Begin with action verb

Abbreviate only if space constraint

Use consistent style for dates

Position, employer, location and date

Proof! What else do you do? How much money goes through your hands?

Obvious, so not necessary

Check marks clutter the page

Min goes by “Lillian”... this can be made clear in the resume

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Min Kyung (Lillian) Chang
mkc34@cornell.edu

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

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

**EDUCATION**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Admission</th>
<th>Graduation</th>
<th>GPA to hundredths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cornell University, College of Arts and Sciences, Ithaca, NY</td>
<td>Bachelor of Arts in Sociology</td>
<td>May 2008</td>
<td>GPA: 3.0</td>
<td>If financed a large portion, include %—shows initiative, ability to handle work load</td>
</tr>
<tr>
<td>Bronx High School of Science, Bronx, NY, Diploma</td>
<td>2004</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BUSINESS COURSES**

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

**EXPERIENCE**

<table>
<thead>
<tr>
<th>Position</th>
<th>Employer</th>
<th>Dates</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Finance Manager</td>
<td>Center for Religion, Ethics, and Social Policy, Cornell University, Ithaca, NY</td>
<td>September 2004-Present</td>
<td>Manage finances (A/R, A/P, General Ledger Accounts) up to $80,000 on modified Excel spreadsheet. Reconcile bank statements; compile project reports. Assisted in producing monthly and quarterly reports, budgets, income statements, and balance sheets.</td>
</tr>
<tr>
<td>Business Administrator</td>
<td>IBM Corporation, New York, NY</td>
<td>Summers 2005, 2006</td>
<td>Maintained branch office finances and monthly forecasting on self-designed Excel spreadsheets with macros. Developed 50% of all spreadsheets used in operations of department. Created database containing 4,000 machines to perform inventory audit. Prepared visual materials for executive presentations to the branch manager using computer-aided graphic design.</td>
</tr>
<tr>
<td>Business Administrator</td>
<td>Express, New York, NY</td>
<td>Summers 2004-2006</td>
<td>Promoted to supervisory position as wrap desk coordinator after first summer. Assumed sole responsibility for opening and closing 4 registers totaling $15,000. Managed and trained cashiers. Increased daily sales of women’s clothing by 20%. Received employee of the month award due to sales, flexibility, and customer service.</td>
</tr>
<tr>
<td>Research Assistant</td>
<td>Queens College, Queens, NY</td>
<td>July 2001-August 2002</td>
<td>Researched economic socialization of adolescents and co-authored paper with Dr. JoAnne Miller. Designed and constructed survey independently; collected, organized, and compiled data. Assisted in evaluating and analyzing data using SAS.</td>
</tr>
</tbody>
</table>

**SPECIALIZED SKILLS**

| Languages: | Mandarin Chinese (Fluent), Spanish (Proficient) |

**ACTIVITIES/INTERESTS**

- ESL (English as a Second Language) Tutor for group of 5 student spouses.
- Arts and Sciences Peer Advisor—Counsel students on academic courses of study. President, Minority Business Students Association, 2007-2008. Co-Chair, Chinese Students Association Annual Charity Fund Drive—raised $5,000.
Laura Jones  
lbj72@cornell.edu  
206/341-8962

Limited Experience  
Government/Health Care

School Address  
6275 Balch Hall  
Cornell University  
Ithaca, NY 14853

After 5/23/08  
3244 North Street  
Seattle, WA 98109

OBJECTIVE  
A summer internship in government, preferably related to health-care issues.

EDUCATION  
Cornell University, Ithaca, NY, College of Human Ecology. B.S. expected 2011

Nathan Hale High School, Seattle, WA. Diploma, 2007

CAPABILITIES  
• Academic background. Exceled 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 an 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 Candy Striper at local hospital for several years during high school; volunteered in admissions over college breaks. Helped orient patients and assisted them in locating appropriate hospital departments.

• Computer skills. Use variety of computer programs. Skilled in MS Word, PowerPoint, and Adobe InDesign.

WORK/VOLUNTEER HISTORY  
Temporary Assistant, Alliance Home Services, Seattle, WA, June-July 2007  
Fast Food Worker, Burger King, Seattle, WA, January 2005-August 2006  
Volunteer, King County Hospital, Seattle, WA, October 2003-January 2008

ACTIVITIES  
Prelaw Undergraduate Society, Cornell University, February-May 2008  
National Honor Society, Nathan Hale High School, 2006-2007  
Student Government, Nathan Hale High School, 2005-2008
MARK DAVIDSON

3461 Dickson Hall
Cornell University
Ithaca, NY 14853

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

OBJECTIVE

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

EDUCATION

Cornell University, School of Industrial and Labor Relations, Ithaca, NY
Bachelor of Science in Industrial and Labor Relations Expected May 2011
GPA 3.4/4.0 • Dean’s List

Horace Mann High School, St. Louis, MO
Graduated May 2007
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 2006 and June 2007
• Ranked 26th in U.S. in Foreign Extemporaneous Speaking June 2007
• Xerox Corporation Book Award for work in humanities in high school May 2006
• Two-time runner up at State Competition for Mock Trial March 2005 and March 2006
• National Forensics League Award of Superior Distinction (highest student honor) June 2005
• Lawrence Feldman Memorial Award June 2005
  (awarded to student who best exemplifies team work without regard for personal gratification)
• Quill and Scroll Broadcast Journalism Award March 2006

LEADERSHIP SKILLS

• Graduation Speaker (elected), Horace Mann High School Class of 2007 June 2007
• President, National Forensics League, Horace Mann High School Chapter 2006-2007

COMMUNITY SERVICE/SCHOOL ACTIVITIES

• Varsity Speech Team, Cornell University Forensics Society January 2008 to Present
• Circle K Community Service Organization, Cornell University January 2008 to Present
• National Qualifier and New York State Extemporaneous Speaking Champion April 2008
• ILR Ambassador (provide information to prospective ILR students) Fall 2007 to Present

WORK EXPERIENCE

• Line Worker, Waterway Gas & Wash Company, St. Louis, MO Winter 2007, Summers 2006 and 2007
• Senior Student Advisor, Learning Consultants Inc., St. Louis, MO Fall 2006
• Camp Counselor, Jewish Community Center Association, St. Louis, MO Summer 2006

COMPUTER SKILLS

Proficient with various programs: Microsoft Office Suite, Publisher, and Adobe InDesign
ALEXANDRA CRUZ

CURRENT ADDRESS
4006 Balch Hall
Ithaca, NY 14853
(607) 253-1998
arc14@cornell.edu

PERMANENT ADDRESS
288 Forest Avenue Apt 4J
Queens, NY 11226
(516) 393-7717

EDUCATION
Cornell University, Ithaca, NY
College of Architecture, Art, and Planning and College of Engineering
Dual degree candidate for Bachelor of Fine Arts and Bachelor of Science, May 2009
Majors: Fine Arts (Painting) and Geological Sciences (Environmental Chemistry and Hydrology)
GPA: 3.63

Richmond Hill High School, Brooklyn, NY
Class Valedictorian; Top Senior in Queens School District 2004

AWARDS
National Society of Collegiate Scholars • New York State Merit Scholarship • Science Technology Entry Program Scholarship • United Federation of Teachers Scholarship

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

Soil Physics Research
Department of Crop and Soil Sciences, Cornell University, Ithaca, NY
Fall 2006 and Spring 2007
Prepared soil samples for routine physical analyses. Measured soil porosity and hydraulic conductivity. Performed other related laboratory tasks as necessary.

TUTORING EXPERIENCE
Tutoring Program
Diversity Programs in Engineering, Cornell University, Ithaca, NY
Spring 2008
Tutored minorities and females in the Engineering College on first-year general chemistry. Assisted with homework and laboratory reports.

Mentorship/Tutoring Program
Paul Scheurs Memorial Program, Ithaca Youth Bureau, Ithaca, NY
Spring 2007
Volunteered as mentor to children in Ithaca community. Tutored individually in mathematics and science. Aided in preparing artistic activities and planning field trips.

ADDITIONAL SKILLS

ACTIVITIES
Minority Student Organization, College of Architecture, Art, and Planning—Secretary
Christian Mission Trips to Panama
Jennifer Quintana  
jq25@cornell.edu

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

Permanent Address  
Via Bajada 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 2008; Cumulative GPA: 3.74  
Concentration: Corporate Finance; Concentration GPA: 4.0  
Dean’s List; Golden Key Honour Society

Cornell University, International Business Program, Ithaca, NY, Summer 2004  
Seven-week, 12-credit certificate program designed to explore important international business issues

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

EXPERIENCE
DEUTSCHE BANC ALEX. BROWN, New York, NY  
January-July 2007  
Equity Research Analyst
• Assisted Senior Equity Research Analysts covering lodging, timeshare, and skiing industries
• Created 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 an Economic Value Added (EVA) analysis of lodging C-Corps and lodging REITs
• Assisted in developing revenue and earnings models for vacation rental and three skiing companies

PRICELINE.COM, Stamford, CT  
Summer 2006  
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 & Touche audit team in annual review of the organization
• Participated in company presentation at 2006 Information Industry Investor Conference in New York City

SMITH BARNEY INC., Ithaca, NY  
Summer 2005  
Research Analyst
• Assisted Vice President with projects implementing Bloomberg and LexisNexis
• Researched and compiled data on securities to investigate their volatility trends
• Prepared portfolio, income, and cash flow 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  
Bloomberg, FactSet Data Systems, FirstCall, EDGAR, NewsEdge, LexisNexis,  
Alpha Accounting System, Smith Barney Securities Database
Computer  
Excel, PowerPoint, Word, Adobe InDesign
Languages  
Fluent in Spanish and German; proficient in French
Eurosim 2003  
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
SANDRA GOODALL

Current Address
303 Dryden Road
Ithaca, NY 14850
607-256-2962
sg45@cornell.edu

Permanent Address
74 Victor Road
White Plains, NY 10550
706-239-8081

OBJECTIVE
A position applying operations research and economic skills to analyze and solve manufacturing problems.

EDUCATION
Cornell University, College of Engineering, Ithaca, NY
School of Operations Research and Industrial Engineering
Candidate for Bachelor of Science Degree, May 2008 GPA 3.26

HONORS/AWARDS
Dean's List • National Action Council for Minorities in Engineering (NACME) Scholarship • Texas Instruments Scholarship • Cornell Engineering Minority Programs Award for Academic Excellence • Mellon/Ford Research Grant • Carl R. Gilbert Memorial Scholarship

RELEVANT COURSES
Optimization • Engineering Probability and Statistics • Engineering Stochastic Processes • Industrial Systems Analysis • Design of Effective Manufacturing Systems • Design and Analysis of Simulated Systems • Computer Science (SCHEME and Pascal) • International Economics • Economic Analysis of Engineering Systems • Financial and Management Accounting

RESEARCH EXPERIENCE
Summer Research Student
Princeton University, Princeton, NJ
Department of Civil Engineering and Operations Research
• Used linear programs to model set-covering problems commonly found in the freight trucking industry
• Developed AMPL model for dispatching problem

WORK EXPERIENCE
Staff Technologist
Bell Communications Research (Bellcore), Red Bank, NJ
Broadband Data Operations Technology District
• Analyzed Inter-Switching System Interface (ISSI) to determine causes and effects of packet routing errors
• Established requirements for implementation of emergency manual routing override procedures

Quality Control Intern
Texas Instruments, Inc., Dallas, TX
Defense Systems and Electronics Group
• Assisted in implementation of Statistical Process Control (SPC)
• Developed control charts for temperature variations
• Collected and analyzed test procedure data
• Designed several Access macros to aid automation of recording data
• Formatted and distributed data entry forms

COMPUTER SKILLS
Knowledge of PowerPoint, Microsoft Word, Microsoft Excel, Access

ACTIVITIES/INTERESTS
National Society of Black Engineers, Secretary (2007-2008) • Society of Women Engineers, Company Information Sessions Coordinator (2004-2005), Corporate Chairperson (2006-2007) • Student Advisory Board, Cornell Entrepreneurs • Travel • Theater • Foreign Cultures
KIM CARDELLA  
kc22@cornell.edu

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

EDUCATION  
Cornell University, School of Industrial and Labor Relations, Ithaca, NY  
Bachelor of Science in Industrial and Labor Relations, May 2008  
Cumulative G.P.A. 3.76 • Dean’s List all semesters

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

WORK EXPERIENCE
Texas Instruments, Inc., Dallas, TX  
Staffing Intern  
Spring/Summer 2007

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

School of Industrial and Labor Relations, Ithaca, NY  
Teaching Assistant, Statistics 210  
Fall 2006/Fall 2007

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

Urís Library, Ithaca, NY  
Reference Assistant  
Fall 2004-Fall 2007

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

Law Offices of Bartolomei & Associates, Niagara Falls, NY  
Legal Assistant  
Summer 2006

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

TOPS Markets, North Tonawanda, NY  
Front-End Supervisor/Cashier  
August 2002-August 2006

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

ADDITIONAL SKILLS
Excel • Microsoft Word • Adobe InDesign • LexisNexis • Corel • Microsoft Access • PowerPoint

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

ACTIVITIES
Alpha Omicron Pi Sorority, Social Chairperson (Fall 2005), Alumnae Relations (Spring/Fall 2006) • ILR Student Advisor • Society for Human Resource Management (SHRM) • Attended 2007 SHRM National Conference in Las Vegas, NV
JULIA P. GORDON
321 W. Buffalo Street #2A
Ithaca, NY 14850
(607) 272-8181
jpg322@cornell.edu

EDUCATION
Cornell University, College of Human Ecology, Ithaca, NY
Bachelor of Science, Apparel and Textile Management, May 2009
Emphasis in Business Management and Marketing
Overall GPA: 3.4; Major GPA: 3.7; Dean’s List three semesters
Fashion Institute of Technology, New York, NY
Classes in Advertising Design and Textile Surface Design, Summer 2006

EXPERIENCE
Summer 2008
New York & Company, New York, NY
Marketing/Merchandising Intern, Sport Collections Department
• Prepared and maintained weekly size, color, and related selling reports for key department items
• Developed merchandise test forms; followed up on test merchandise
• Contributed to department and company-wide meetings
• Attended seminars on marketing strategies
• Participated in New York & Company store’s daily activities, including assisting sales associates and interviewing customers about preferences

Spring 2008
Evolution Clothing Store, Ithaca, NY
Marketing Coordinator for Independent Study Project
• Designed market survey and analyzed responses to create complete store marketing plan
• Proposed various advertising techniques targeting college students
• Collaborated with store manager and brand identity team to create store image

Spring 2008
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 2007, 2008
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 Department and the College of Human Ecology
• Developed and supervised group project on creating concept board
• Participated in student panels focusing on TXA department and student life
• Increased student involvement by 20% and generated enthusiasm for showcasing TXA department to visitors

Summer 2007
Citibank, Long Island City, NY
Corporate Communications Intern
• Coordinated vendor and client orders to improve department productivity
• Compiled expense reports and calculated exchange rates from manager’s Asian Tour

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

COMPUTER SKILLS
Solid PC, Macintosh skills • Microsoft Word • Excel • PowerPoint • Outlook • Adobe InDesign • Photoshop • Graphic Design
ELIZABETH J. SIMPSON
ejs41@cornell.edu

CAMPUS ADDRESS
320 College Avenue
Ithaca, NY 14850
(607) 277-4529

PERMANENT ADDRESS
143 Oak Street
Middletown, NY 12544
(845) 621-1418

EDUCATION
Cornell University, Ithaca, NY
Bachelor of Science, May 2008
Applied Economics and Management Major
Business Management and Marketing Concentration
GPA: 3.32

University of London, London, England
2006-2007 Junior Year Abroad, Economics Courses

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

WORK EXPERIENCE
Management Assistant
Pine Bush Eye Associates, Pine Bush, NY
Summers 2006, 2007
Implemented computerized accounting and recall systems for optometric practice. Increasing accounts receivable by $9,000 and appointment recall by 30%. Authored computer and specialty software user’s manual. Trained and supervised staff in computer usage. Suggested troubleshooting methods, saving practice 10 staff-hours and $100 in materials monthly. Calculated insurance co-payment schedules.

International Market Research Assistant
Fudgers Advertising & Marketing, London, England
January-June 2007
Conducted online and telephone research to identify new international business prospects. Identified 15 German-based companies that could save 35% in advertising costs by dealing with Fudgers. Created prospective client database for company to target.

ADDITIONAL EXPERIENCE
Teaching Assistant, Business & Professional Speaking
Department of Communication, Cornell University, Ithaca, NY
Spring 2008
Researchers business-related topics and lectured to class of 100+ students. 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 2007

COMPUTER SKILLS
Access • Excel • Microsoft Word • FileMaker Pro • Adobe InDesign • LexisNexis • SAS statistics package • Bloomberg

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

Current Address
415 Bryant Avenue, Apt. #6
Ithaca, NY 14850
(607) 277-8945
jcb13@cornell.edu

EDUCATION
Cornell University, College of Arts and Sciences, Ithaca, NY
Bachelor of Arts in Psychology, Concentration in Biopsychology, May 2008

Honors
Candidate for Graduation with Honors, Dean's List, Psi Chi Honor Society

Relevant Courses
Genetics • Physiology • Biochemistry • Neurobiology • Evolutionary Biology
Organic Chemistry • Physics • Advanced Calculus • Statistics • Computer Science

RESEARCH EXPERIENCE

CORNELL UNIVERSITY, Ithaca, NY 2007-2008
Senior Honors Thesis, Psychology Department
Wrote paper on neurobiological and behavioral impacts of prenatal cocaine exposure. Investigated effects of cocaine on noradrenergic receptors within fetal pre-frontal cortex of the rat; studied long-term cognitive changes resulting from prenatal cocaine exposure. Designed and implemented experimental paradigm and analyzed results.

CORNELL UNIVERSITY, Ithaca, NY 2007-2008
Research Assistant, Psychology and Nutritional Science Departments
Determined neurobehavioral and cognitive deficits produced by childhood, low-level lead exposure. Researched efficacy of meso-2,3-dimercaptosuccinic acid (DMSA) as a possible chelation agent.

NATIONAL INSTITUTES OF HEALTH, Bethesda, MD 2007
Biological Aide, National Heart, Lung, and Blood Institute
Researched effects of high frequency, intratracheal pulmonary ventilation on subjects with acute respiratory distress syndrome. Performed surgical techniques and intensive care medicine on animal models (sheep). Assisted in evaluation, writing, and analysis of data using multivariate statistics.

TECHNICAL SKILLS
Laboratory: Maintaining and purifying cell and tissue cultures, plasmid amplification, media preparation, electrophoresis, IR spectrophotometry, chromatography, enzyme assays, radioimmunoassays, hemagglutination, and hemolysis assay
Animal care: Arterial and venous cannulation, endotracheal intubation, anesthesia, tracheotomy, emergency medical and surgical procedures, collection of blood samples, administration of injections, and animal autopsy
Lab instruments: Light microscope, centrifuges, precision balance, blood gas analyzer, X-ray equipment, electrocardiogram, CP-100 pulmonary monitor, Servo 900 ventilator, Gould strain gauge transducer, and oscilloscope
Computer: SAS statistics package, Microsoft Word, Excel, Access

VOLUNTEER EXPERIENCE
HERBERT F. JOHNSON MUSEUM, Ithaca, NY 2007-2008
Docent
Participate in curation and provide tours of art exhibits designed for children.

AMERICAN RED CROSS, Ithaca, NY 2007-2008
First Aid, CPR, and Professional Rescue Instructor
Prepare and conduct class instruction on CPR and first-aid rescue techniques.

ACTIVITIES
Student Academic and Peer Advisor; Student Health Alliance Committee
### Peter M. Chu

**Current Address:**
112 Sage Place, Room 911  
Ithaca, NY 14850-4479  
(607) 227-6051  

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

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

**EDUCATION**
- **Cornell University**, College of Engineering, Ithaca, NY  
  Master of Engineering in Computer Science  
  May 2008
- **The University of British Columbia**, Vancouver, BC, Canada  
  Bachelor of Applied Science in Computer Engineering, with Distinction  
  Software Engineering Option • Minor in Commerce  
  May 2007

**Honors and Awards**
Dean’s List • Undergraduate Scholar 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 and File Systems • Introduction to Relational Databases • Software Engineering • Software Project Management • Empirical Methods in Machine Learning and Data Mining • Computer Graphics

**RELATED EXPERIENCE**
**Programmer Intern**
*Densozha Co. Ltd.*, Kumamoto City, Kumamoto Prefecture, Japan  
  June 2005-May 2006
  - Designed, developed, and tested a J2EE application for monitoring state of multiple web servers, using Seasar (dependency injection) and Hibernate (persistence).
  - Implemented blogging feature on one of Oita Prefectural Tourist Association’s websites.

**Programmer Analyst**
*Northwood Pulp Mill, Canadian Forest Products*, Prince George, BC, Canada  
  September 2003-August 2004
  - 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.
  - Recognized as one of most knowledgeable CR developers within the Pulp and Paper IT department.

**Volunteer Programmer**
*Everlasting Business Solutions*, Richmond, BC, Canada  
  May-August 2003
  - Programmed and tested a Delphi-based application for scheduling appointments, and developed associated user documentation.
  - Wrote test plan for and performed testing on two other software products.

**OTHER EXPERIENCE**
**Service Center Assistant**
*Graduate & Professional Student Housing, Cornell University*, Ithaca, NY  
  September 2007-Present

**International Affairs Committee Member**
*Kumamoto Yamanami Rotaract Club*, Kumamoto City, Kumamoto Prefecture, Japan  
  July 2005-May 2006

**Secretary**
*Vanland Holdings Ltd.*, Vancouver, BC, Canada  
  September 2004-May 2005

**SPECIALIZED SKILLS**
- Programming Languages: C, C++, Delphi, Java (J2EE, J2SE), SQL, VB, VB.NET
- Web Development: ASP, ASP.NET, ColdFusion, HTML, JavaScript, PHP, VB Script
- 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)

### Cornell Career Services
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 several interviews with an employer before receiving a job offer.

During pre-screening interviews, usually by telephone, the employer narrows the applicant pool by identifying the strongest candidates to invite for an interview. In hiring/selection interviews, typically in a face-to-face meeting, the employer determines whom to hire based on in-depth questioning.

The employer needs to learn more about your qualifications in relation to a specific position and will evaluate your:
- Abilities—skills that match job requirements.*
- Accomplishments—a pattern of success.
- Personal qualities—attributes that are likely to contribute to your success with the organization.*
- Enthusiasm—your desire to work for this employer in this position.
- Short- and long-term goals—a sense of direction and interest in the career field.

*See list of qualities and skills employers value on pages 4 and 38.

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.

Hiring/Selection Interviews

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

Telephone Interviews

Sometimes employers find it efficient to conduct initial selection interviews by phone. The content may be similar to other interviews you have, but additional preparation is needed for these interviews:
- Keep close at hand a copy of your resume, 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.
- Practice ahead of time using a tape recorder. Strive for a clear, confident voice that projects a positive attitude and conveys a professional demeanor. (Refer to “Practice” beginning on page 59 for more tips.)
- Schedule the call in a room free of interruptions. 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.

Panel Interviews

Several employer representatives, usually from different parts of the organization, interview the candidate at the same time. The panel interview can be stressful because questions may come quickly on a variety of topics.

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 Internet Interviewing

These formats are cost-effective for an employer located in a distant city, and may occur on or off campus using special equipment. Wear solid clothing that contrasts with your skin tone, focus on the interviewer’s image, speak clearly, and avoid quick movements.

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 can predict how a candidate will behave in similar situations in the future. That is, 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 employer 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 disagreeing 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.

### Successful Behavioral Interviewing

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. If you frame your responses using the “STAR” approach, you’ll make the interviewer’s 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. 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 the key to becoming 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 employer information sessions and workshops; 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 in the CCS Library (e.g., *Ace Your Case! Consulting Interviews; Case in Point: Complete Case Interview Preparation*, etc.).
- **Learn common statistics** that may be helpful in solving/substantiating your solutions (e.g., world population, U.S. population, number of U.S. households, etc.).
- **Schedule a mock case interview** to gain confidence in the process and develop approaches to different types of questions.

### Successful Case Interviewing

During the interview, you’ll need to retrieve the pertinent information from the question, probe the interviewer for more details, and make appropriate assumptions:

- **Understand the question.** Listen actively to the question and take notes, if necessary. Summarize the question and verify the objective.
- **Think logically.** Determine what additional information you need and the key issues you should address. Ask questions to probe for additional information needed to analyze the problem, develop assumptions, and determine a solution(s).
- **Analyze the information and establish a hypothesis.** Substantiate your response and provide logical backup for answers. Explain what case facts led to your conclusion. If your final answer seems flawed (e.g., number too high), don’t be afraid to go back and reevaluate it.
- **Organize and structure your response.** Organize a response and use common frameworks (for instance, Porter’s 5 Forces, The 3 C’s, The 4 P’s, etc.). Keep in mind that the focus is as much on your approach as on your solution.
- **Have a conversation, but be concise.** Talk through your answer with the interviewer and explain your thought process. Confine your response to the question asked.
• **Be innovative.** Brainstorm creative solutions, and don’t be afraid to offer alternatives.

• **Be adaptable.** Show ability to tailor your response to changing situations. Ask if you are on track with your assumptions, but don’t let mistakes distract you. Stay focused on your response.

• **Summarize.** Make a summary or conclusion at the end.

**Types and Examples of Case Questions**

There are four main types of case questions:

- **Brain teasers** test your ability to think quickly “on your feet” and handle pressure. Example: *How many street lights are there in NYC?*

- **Market-sizing** questions test your quantitative skills and ingenuity. Example: *What will the market for laptops be in ten years?*

- **Business-operations** questions assess your knowledge of basic business principles, such as revenues and costs, fixed and variable expenses, etc. Example: *A bank discovers that its customer turnover is 25% higher than its competitors’. Why?*

- **Business strategy** problems focus on your analytical ability and strategic thinking for advising clients on future directions, diversifying product lines, outsourcing labor, etc. Example: *A sock manufacturer wants to start exporting to Germany. Should it?*

**STRESS INTERVIEWS**

While not widely used, this approach is more typical of fast-paced positions where quick decisions under pressure are needed, for example, sales and trading. 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.

**Steps to Success in Interviewing**

**Step 1—Prepare**

**Research the Position and the Organization**

Obtain a detailed job description, if possible, and be prepared to mention job responsibilities during the interview. Attend employer information sessions and read the organization’s website and literature, news articles on the employer, and other information sources to learn about products and services; size (sales and number of employees, locations, etc.); employer strengths, values, and distinguishing characteristics; recent stock performance, if a publicly traded firm; key staff and organizational structure; competitors and growth potential; and industry trends. Conduct information interviews with alumni and others in similar organizations to increase your knowledge of the career field and the industry. (See Career Networking on page 6.)

Online resources such as wetfeet.com, vaultreports.com, hoovers.com, LexisNexis, and CareerSearch.net provide valuable employer information.

**Identify Connections Between You and the Position**

- List major points about yourself in relation to the position. Note specific examples to support each point and decide how to present them.

- Analyze your academic, experiential, and extracurricular activities to discover what they reveal about your strengths, values, and interests.

- Determine the answers to key questions: Why do I want this job? How am I qualified? What makes me a prime candidate? What are my strengths and weaknesses relative to the position?

- Review your resume and be prepared 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.

**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 64.)

**Take Advantage of Resources**

A search of the CCS Library holdings in 103 Barnes Hall, using the keyword “interviewing,” will help you identify many resources on effective interviewing techniques, including:


- *Sweaty Palms: The Neglected Art of Being Interviewed* by Medley.

- *How to Make a Million Dollar First Impression* by Goldman and Smythe.

**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.
Interviews

- 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 63), and practice well thought-out answers in front of a mirror, with a friend, or using a tape recorder.
- Rehearse responses, but don’t memorize them.
- Overcome any discomfort in discussing your strengths.
- Be prepared to articulate your weaknesses. Try to focus your weaknesses on job inexperience rather than on personal limitations. Explain what actions you are taking to correct the weaknesses.
- Schedule a practice interview with a career 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.

Practice Interviewing Techniques
- 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 and smiling.
- 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 your 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
Following each interview, write a short and timely letter of appreciation to the interviewer. (See example on page 30.) This will demonstrate professionalism and give you an opportunity to make another positive impression.
- Include any information or documents requested during the interview.
- Restate 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.
- Consider sending a separate letter to your potential supervisor, if you interviewed with that person.

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

Application Status
- Call to ask for an update on your status if you haven’t heard from the employer a week or so after the stated time frame.
- Realize that activities and decisions may be delayed during holiday and prime vacation periods.
If you receive a rejection from an employer for whom you would like to work, follow up with another letter reiterating your interest in the organization and expressing your desire to be considered for other positions in the future.
First impressions are lasting impressions. Research shows that judgments are made in the first 30 seconds of an introduction. Typically people notice your clothing, face, hands, and shoes immediately. 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.

**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. Men should wear conservative ties.
- **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 men.

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

**For interviews**
- Know 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.

**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 in the on-campus recruiting listings to see if the expected type of dress for a particular presentation is noted.
- 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.

**Grooming**
- Wear clothes that fit well and are clean and pressed. Be sure there are no rips/tears, missing buttons, or lint, and remove tags from new clothes.
- Make sure your hair is clean and neat. Men should be clean shaven or have facial hair neatly trimmed.
- Check **fingernails** to ensure they’re clean. Wear only neutral shades of nail polish.
- Make sure **shoes** are clean, polished, and in good condition.
- Practice good **hygiene** and avoid heavy use of cologne, perfume, and strongly scented body products such as after-shave or deodorant.

**Do**
- Wear clothes that make you feel confident.
- Coordinate your belt and shoe colors.
- Remove body piercings and cover tattoos.
- Use a breath freshener, if necessary.
- Wear neutral hosiery with skirts.

**Don’t**
- Smoke just before an interview.
- Wear revealing clothes.
- Wear white socks.
- Wear excessive make-up.
- Wear too much jewelry (i.e., more than two items).
- Wear open-toed shoes/sandals.
- Chew gum or candy.
Etiquette

Before the Interview
• Record a professional sounding message on your answering machine. Remove any inappropriate language, music, and other recordings. Employers begin to form an impression of you through phone contact.
• Inform the employer immediately if for some good reason you must cancel or change the date of your interview. Plan ahead for conflicts with other interviews, exams, etc.
• Arrive for your interview ten to fifteen minutes early.
• Treat administrative staff with the same courtesy you give interviewers.

During the Interview
Do
• Turn off your cell phone.
• Give the interviewer a firm handshake.
• Be enthusiastic, confident, courteous, and honest.
• Be aware of your non-verbal behavior.
• Convey interest and knowledge of the position and organization.
• Stress willingness, ability, and compatibility.
• Present the best of your background or qualifications.
• Listen to the questions carefully and give clear, concise, and thoughtful answers.
• Thank the interviewer for his/her time and ask for his or her business card.

Don’t
• Address the interviewer by his/her first name unless invited to do so.
• Let the employer’s casual approach fool you into thinking you can drop your professional image.
• Dominate the interview or appear arrogant.
• Criticize yourself or discuss your personal problems.
• Speak or act in a nervous manner.
• Ask questions the interviewer has already answered.
• Interrupt when the interviewer is talking.
• Bring up negative information about past jobs, co-workers, former employers, professors, etc.

After the Interview
• Send your follow-up letters promptly.
• Return phone calls during normal business hours as soon as possible. The longer you wait to return a call, the greater the likelihood that employers will assume you’re not interested in the position.

Travel
• Accept the invitation only 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. Submit receipts for reimbursable expenses.

Social-Networking Websites
• Be aware that some employers are using social-networking websites like Facebook and MySpace to prescreen applicants before offering them an interview or extending a job offer.
• Make sure that your content on these sites will not deter prospective employers.

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 on your demeanor: 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 event.
  ° Do not discuss food restrictions or aversions.
  ° Maintain excellent posture and do not lean elbows on the table.
  ° Avoid foods that are difficult to eat, have strong smells, or may stick to your teeth.
  ° Order menu items that are mid-range in price, or ask the host for his or her recommendation.
  ° Choose a light meal—you will be talking more than eating!
  ° Avoid alcoholic beverages in general. Consume no alcohol unless you are of legal age, and even then do not exceed one drink.
Practice answers to typical interview questions to increase your confidence and potential for success. 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?
- Tell me about a particularly challenging problem that you’ve faced. How did you respond? What did you learn?
- Describe a time when you successfully balanced several competing priorities.
- What are your strengths? Weaknesses?
- Give me an example of a time when you were given an ambiguous assignment. How did you handle it?
- Describe a situation in which you had to take a risk. What did you learn from the experience?

**Knowledge of Transferable Skills and Experience**

**Employer’s Goal:** To assess your understanding of the relationship between the experiences you presented on your resume and potential responsibilities.
- Tell me three significant things you learned from your experience at _______.
- What is the best job you ever held? Why?
- What did you enjoy most or like least about your experience at _______?
- How do you plan and organize a major project?
- What has been your experience with working on a team?
- In what extracurricular activities are you involved?
Questions to 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 reading corporate literature or websites. Throughout the interview process, your goal will be to assess your interest in the position and to demonstrate your enthusiasm.

During the Initial Interview

- What are the 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?
- Does this position function mainly alone, or in a team setting? Tell me about the team.
- 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 ________ organization affect your efforts in this area?
- How would you describe the organizational culture?
- What characteristics do the achievers in this organization share?
- What is this organization’s management philosophy?
- Tell me about your own experience with this organization. What do you enjoy most/like least about working here?

During Subsequent Interviews

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

At Any Point During the Interview Process

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

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, and you should be prepared to respond to them. 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. Understanding the employer’s concern, however, might help you 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 concern 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.

Examples of Questions Considered Illegal for Pre-Employment Purposes

- What is your country of citizenship?
- What is your native language?
- Where were your parents born?
- Are you married?
- Do you plan to have children?
- What are your child-care arrangements?
- Do you have any disabilities?
- Have you had any recent illness or operations?
- Have you ever been arrested?
- What type of military discharge did you obtain?
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, don’t be tempted to accept the position without considering your options. It’s important that you accept a position for the right reasons to increase the chances you’ll be satisfied over the long term.

**Considering the Offer**

Cornell Career Services has policies that require employers to give you reasonable time to make your decision about a job offer. (You can see the full offer policies at career.cornell.edu.) Come in to see a CCS career advisor if you need help with this process.

Evaluate your choices objectively relative to your own personal/professional goals: what’s right for you isn’t necessarily right for someone else. 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 just a few years.

It may be helpful to create a list of the “pros” and “cons” of a job opportunity, considering factors such as work environment, organization culture, and compensation:

**Work Environment/Culture**
- Comfort level with supervisor and potential colleagues.
- Formal training program and educational 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 package, 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 positions.

**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. Those employers have large entry-level “classes” and 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. Just make sure 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 on salary, you will need to suggest a salary range based on how your industry rates in national salary surveys. Be prepared to accept the low end of that range. Use the following resources, adjusting for inflation from the time of the survey to the present:

- Postgraduate surveys of Cornellians, available on the CCS website (career.cornell.edu, “Surveys and Salaries”).
- Salary calculators, cost of living, and relocation expense estimates available through websites such as salary.com.

**Delaying Your Response**

Learn from the employer when you need to respond to a job offer. Depending on the time of year, most organiza-
tions will allow you at least a few weeks, and sometimes even a few months, to make your decision. 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 generous in offering time extensions during the fall semester, and are more conservative during the spring semester.

**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 confirmation letter.

**Accepting an Offer**

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. (See the sample acceptance letter on page 33.)

**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. (See the sample declining offer letter on page 34.)

**Protecting Your Good Name**

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 offer,” that should be a signal to you that something about the offer is not right for you, and you should not accept it.

Remember, the way you handle such 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 affects future relationships between the employer and Cornell.

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### Sample E-mail Requesting a Response Delay

**Date:** November 2, 2007  
**To:** E-mail Address of Person Extending Offer  
**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 am most appreciative of your offer and am very interested in the position. At the same time, I have committed to several organizations for second 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 be able to collect all the information I need to reach this important decision.

Thank you for your consideration of this request.

Sincerely,

Jennifer Goodson

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### Employer Index

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Waltham, MA 02453
Fax: 781-907-9009

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*Sources: U.S. Department of Energy and Lutron sales data.
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