



COVER LETTER AND RESUME / CV GUIDE

COLUMBIA UNIVERSITY CENTER FOR
Career Education

Cover Letter and Resume/Curriculum Vitae Guide

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The Center for Career Education (CCE) helps undergraduate, graduate students and alumni develop the key competencies necessary to make informed decisions and take the necessary steps to achieve their career goals. The Center establishes connections and facilitates interaction among students, alumni, employers and organizations to generate opportunities that help students pursue their personal and professional objectives. CCE serves students in Columbia College, The Fu Foundation School of Engineering and Applied Science, School of General Studies, Graduate School of Architecture, Planning and Preservation, the School of the Arts, Graduate School of Arts and Sciences and the School of Continuing Education (Master of Science Programs and Post-Baccalaureate Certificate Programs) and collaborates with the Career Centers in the other schools at Columbia University and its affiliated institutions.

Resume Overview

WHAT IS A RESUME?

A resume is a summary of your experience, education, and skills. Its main purpose is to convince a potential employer to interview you and consider you for a position. Resumes are used to screen applicants for interviews and determine which candidates have the background that most closely matches what the employer is seeking.

HOW DO I BEGIN?

Before you start writing, you need to think about your experiences and accomplishments, both past and present. Consider work experience, internships, summer jobs, volunteer work, extracurricular activities, research work, course projects, and publications to identify what you have to offer employers. Assess **what you have accomplished** in each position and which skills you have developed. Tailor your resume by prioritizing this information so that it highlights the skills, accomplishments, and experiences most relevant to the industry. You may have more than one version of your resume if you are applying for different types of positions. Employers sometimes use electronic scanning systems to scan resumes. To ensure that your resume gets picked up by this software, avoid using graphics, and use appropriate buzzwords for your industry.

WHAT SHOULD MY RESUME LOOK LIKE?

A **one-page** resume is preferable for most fields. Two-page resumes are typically appropriate only for those with extensive work experience.

Format: Design the resume so that it is clearly organized and easy to scan. Use bold, underlining, and italics to draw attention, but use them sparingly and consistently so that the resume doesn't appear cluttered. Examples of different styles can be found on pages 5 to 14.

Print or Electronic?: In most cases, you'll be submitting your resume electronically—either by email or through a Web-based application form. Take care to ensure that the resume you've so carefully composed looks the same once it reaches its destination. If you're emailing your resume, send it as a .pdf document (unless another format is requested). If you're uploading your resume to a database, double check its formatting before finalizing your application. Also, develop a plain text version of your resume for situations in which you're asked to cut and paste it directly into an online form. This version will be particularly helpful when posting to social media sites such as LinkedIn.

If you're bringing your resume to an interview, use high-quality resume paper for the printed version. If you're sending in an job application by mail, be sure to use matching paper for your cover letters and envelopes.

Layout: A resume can be structured several ways:

Chronological resumes list experiences in reverse chronological order, from most recent going backward in time. This is the most common resume format and is appropriate for individuals whose education and experience match their career objective.

Functional resumes focus on skills, functions, or activity-related categories relevant to the objective. This resume format is appropriate for those who do not have much experience in their chosen field, those who may have time gaps in between jobs, or those who are changing careers.

Hybrid resumes combine elements of chronological and functional resumes. This format may split the experience section into specific types of experience sections (see the sample on page 14).

WHAT SHOULD MY RESUME INCLUDE?

All resumes will include the following:

Contact Information: This should include your name, address, e-mail, and phone number. You can also include in this section any relevant url's (from LinkedIn, Twitter, etc.) or a link to your electronic portfolio.

Education: Include school, location, degree, date of graduation, major, minor, and GPA (if over 3.0). If you are a first-year undergraduate or sophomore, you can list your high school, but it should be removed once you are a junior (unless it is a prestigious and well-known school in the area where you seek employment).

Experience: Include paid and unpaid work, internships, volunteer jobs, and military service relevant to the job to which you're applying. List organizations, locations, dates, your title, and a brief description of your accomplishments. Start descriptions with action-oriented verbs that emphasize your skills, and use short, concrete, and results-oriented phrases to describe your work. Within this section all experiences should be listed in reverse chronological order, with the most recent positions listed first. However, you can divide your experience into multiple sections, such as Research Experience, Marketing Experience, Administrative Experience, Teaching Experience, or any other similar heading in order to place your most important position first.

The following sections are optional:

Objective: An objective can clarify to an employer what type of position you are seeking. If your education and experience are directly related to the job, an objective section is likely to be unnecessary. It can be helpful, however, for those who have a varied background or are making a career change. If you choose to write an objective, keep it succinct and focused. Long vague statements are not useful to employers.

Profile: A profile summarizes a person's qualifications. This written snapshot of your education, skills, and relevant experience is appropriate if you are making a transition into a different industry where skills are transferable, or if you have a lot of experience and want to summarize your key qualifications at the top of the page. The profile can be combined with an objective into an overall positioning statement, but avoid listing both a profile and a separate objective statement on the resume.

Honors: List honors or scholarships you have received (limit to a few of the most recent or prestigious). This can also be included in "Education," rather than listed in a separate section.

Leadership: One of the key aspects that employers look for in Columbia students is evidence of leadership. Therefore it is important in your resume to list any involvement you have had that demonstrates leadership qualities. Here are a few examples of what you might include from your Columbia experience in a "Leadership" or "Activities" section: participant in Gateway Program, involvement with Community Impact, member of Economics Society, treasurer of Graduate Student Engineering Council and intern in the CEO program (you can also fit these in the "Experience" category if you worked extensively with the organization and can describe your role in depth).

Relevant Coursework: List three to six courses that are directly related to the job you are seeking. This is helpful for those seeking positions not directly related to their field of study or if they've taken non-major courses that are more relevant to the job. This is also important in science and technological fields to demonstrate one's knowledge. This information can also be included in "Education."

Activities: Include clubs, athletics, and community organizations. List leadership positions held. If you have the space, you might describe your responsibilities using active verbs.

Skills: Include computer skills, foreign languages, technical skills, lab skills, research skills as appropriate.

Interests: Include if you have unique or impressive interests and be specific. Categories such as "reading" and "travel" are too general and common.

Additional sections: When appropriate, include sections for Projects, Accreditations or Licensure, Professional Affiliations, and Publications.

Personal Web site: Include a link to your Web site if it is professional and includes pertinent information that an employer would find helpful in evaluating you as a candidate.

WHAT SHOULD MY RESUME NOT INCLUDE?

- Personal information such as age, marital status, or number of children. This is true for positions in the United States but may be different in other countries.
- Repetition of words such as "responsibilities" and "duties included" before each description. Focus instead on the action-oriented verbs that better highlight your actual tasks and skills developed on the job. (See the list of action verbs on the next page.)
- Use of the first person "I" or extensive narrative. Do not use full sentences; brief phrases starting with verbs are preferable.
- List of References or "References Available Upon Request." (Instead, prepare a separate document and bring this list of references with you to interviews.)
- Typos or inconsistencies. Ensure that the resume has no spelling or grammatical errors and that all punctuation is consistent.

Action Verbs

Using varied, strong action verbs helps to grab the attention of the reader to make your resume stand out from the rest. You can use the examples below as a starting point to command the attention of potential employers. For the full list, please visit our Web site.

accelerate	calculate	develop	generate	negotiate	restore
accomplish	calculate	devise	govern	nurture	restructure
achieve	centralize	diagram	guide	obtain	revamp
acquire	challenge	direct	handle	operate	review
activate	change	discover	hire	organize	revise
actuate	chart	distribute	identify	originate	revitalize
adapt	clarify	document	implement	overhaul	salvage
address	co-author	draft	improve	perceive	save
administer	collaborate	earn	improvise	perform	schedule
advise	collect	edit	inaugurate	pinpoint	sell
affect	combine	employ	incorporate	pioneer	serve
allocate	compile	encourage	increase	plan	shape
amend	compute	enforce	incur	prepare	simplify
amplify	conceive	engineer	inform	present	solve
analyze	conceive	enhance	initiate	preside	stage
anticipate	conceptualize	enlarge	innovate	process	stimulate
appoint	conclude	enrich	inspire	procure	strategize
appraise	conclude	establish	install	produce	streamline
approve	condense	estimate	instill	program	structure
arbitrate	conduct	evaluate	institute	promote	study
arrange	consolidate	examine	instruct	prompt	suggest
assemble	construct	execute	interface	propose	supervise
assess	contract	expedite	interpret	prove	supply
assist	contribute	explain	interview	publicize	support
assume	control	explore	introduce	publish	survey
attain	convince	extend	invent	purchase	systematize
attract	coordinate	extract	investigate	recommend	teach
audit	correct	facilitate	launch	recruit	test
augment	counsel	find	lead	redesign	trace
author	create	forecast	localize	refine	train
authorize	cultivate	form	locate	regulate	translate
automate	decentralize	formalize	maintain	relate	tutor
avail	decrease	formulate	manage	reorganize	utilize
award	define	fortify	market	replace	write
balance	delegate	frame	minimize	report	
broaden	demonstrate	fulfill	modify	represent	
budget	design	gain	monitor	research	
build	determine	gather	motivate	resolve	

How to get help on your resume through CCE

We encourage you to utilize our services to make your resume stand out. Here are the steps you should take to receive assistance:

1. Attend a Power Half-Hour on resume writing from 12:30 to 1:00 during selected weekdays.
2. Visit our office during walk-in hours, daily from 1:00 to 4:00 pm. You can meet with a counselor for 10 minutes to have your resume critiqued.
3. If you need more guidance, schedule an appointment with a counselor by calling 212-854-5609.

Sample: Undergraduate Liberal Arts (with comments)

Alex Smith

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

EDUCATION:

Columbia University, Columbia College, New York, NY
 Bachelor of Arts in English expected May 2010, GPA: 3.7/4.0
 Dean's List (Fall 2006 - Present), Joseph and Ann Perlman Prize (2007)

GPA: Include for certain industries if over 3.0, and do not roundup. It must match your transcript.

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

RELEVANT EXPERIENCE:

Random House, New York, NY

06/2009–09/2009

Intern

- Fact-checked and proofread manuscripts for the entertainment books list at Random House.
- Worked directly with editors and authors on various projects including book launches and publicity events.
- Attended editorial meetings and internship program development training sessions.
- Maintained manuscript database and filing system using Microsoft Access.

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

Experience: List location and dates at each organization. Use different experience headings to highlight most relevant experience from additional positions. Use action verbs to start each phrase.

Columbia Spectator, New York, NY

09/2007–05/2007

News Editor and Food Critic

- Edited copy prior to publication and assisted with layout and production for a college newspaper with a circulation of 5,000.
- Gathered daily news events within the university community by interviewing students, faculty, and administrators.
- Researched current social and political issues through contact with local community organizations.
- Analyzed food, decor, and service of local restaurants; wrote critiques for arts magazine.

ADDITIONAL EXPERIENCE:

Columbia University Center for Career Education, New York, NY

09/2006–05/2008

Office Assistant

- Updated career-related resources by conducting internet research.
- Contributed to the dissemination of information to students by maintaining current mailing lists and updating e-mail addresses by creating an Excel database.

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

ACTIVITIES:

Community Impact, New York, NY

01/2007–Present

Tutor

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

Columbia University Tae Kwon Do Club, New York, NY

09/2007–05/2009

Treasurer and Member

- Managed annual budget of \$1,500 and collected annual membership dues.
- Supervised several fundraising efforts including the spring 2007 silent auction benefit; raised over \$1,000 for club activities.

LANGUAGE SKILLS:

Spanish (basic); French (intermediate)

Language Skills: Always be honest about your level for language skills.

COMPUTER SKILLS:

Fluent in MS Word, Excel, Access, Lexis-Nexis

Sample: what NOT to do on a resume

Nikhil Shah.

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

EDUCATION

Columbia University, Graduate School of Arts and Sciences, New York, NY
MA in Statistics (I expect to graduate in May of 2010)
Course Works: Mathematics of Finance, Stochastic Process, Time Series Analysis, Management of Extreme Financial Events, Game Theory

University College London, University of London, United Kingdom
BS in Economics, June 2009
1st Class Honors Obtained

The Chinese University of Hong Kong, Hong Kong
Economics Summer Program, July - August 2005

Professional Experience

Morgan Stanley UK Ltd, London, UK, Summer 2009
Intern, Credit Derivative Operations Support

- Liaised with colleagues in other departments
- Responsible for prioritizing client requirements
- Responsible for preparing trade confirmation for various types of Credit Derivatives
- Responsible for obtaining structured product training

ABN AMRO ASSET MANAGEMENT (ASIA) LTD, HONG KONG, SUMMER 2008
Intern, Financial Controlling Support

- Prepared balance sheets and P&L reporting; enhanced the efficiency of the division
- Prepared presentation materials for senior management
- Assisted team on various projects

ABN AMRO ASSET MANAGEMENT (ASIA) LTD, HK, JUNE – AUG 2006
Summer Intern, Product Development and Operations Support

- Collaborate with Product Development, Operations and IT teams to update database system
- Implement database system for Product development and Operations departments

Logistics Information Network Enterprise Limited, HK, May – Aug 2007
(Logistics member of the Hutchison Port Holdings Group)
Intern, Accounting & Finance, Logistic Management Support

- Provided consistent support for daily logistics process
- Worked proactively to follow up on issues for the departments; contributed to the productivity of the team

Skills

Fluent in English, Cantonese and written Mandarin
Proficient in MS Office (Word, Excel, Outlook, Access, Power Point), Stata, Visual Basic

Activities

Volunteer, Cultural Hour Event (two hundred member audience at International House), New York, 2008; Trainee, New Jersey Marathon for April 2008

***References: Available when requested

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

E-mail: Use a professional e-mail, preferably your Columbia address.

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

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

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

Spelling: Mistakes are inexcusable.

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

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

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

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

Products: PowerPoint is one word, with no space.

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

Corrected Sample

NIKHIL SHAH

Room 1000, International House, 500 Riverside Drive, New York, NY 10027
1-646-222-2222 E-mail: ns000@columbia.edu

EDUCATION

Columbia University, Graduate School of Arts and Sciences, New York, NY
MA in Statistics, Expected May 2010
Coursework: Mathematics of Finance, Stochastic Process, Time Series Analysis, Management of Extreme Financial Events, Game Theory

University College of London, University of London, London, United Kingdom
BS in Economics, June 2009
Honors: President's Scholarship, First Class Honors Obtained

The Chinese University of Hong Kong, Hong Kong
Economics Summer Program, Summer 2005

PROFESSIONAL EXPERIENCE

Morgan Stanley, UK Ltd., London, UK, Summer 2009
Intern, Credit Derivative Operations Support

- Liaised with colleagues in other departments, including Sales Desk, Client Service Team, Trade Assistant, and Legal department to solve trade discrepancies
- Prioritized client requirements and assigned workload in order to meet urgent deadlines, greatly minimizing business risks
- Prepared trade confirmations for Credit Derivatives for hedge funds and investment banks
- Obtained structured product training to gain exposure to various types of structured credit derivatives

ABN AMRO Asset Management (Asia) Ltd., Hong Kong, 2005–2007
Intern, Financial Controlling Support (Summer 2007)

- Prepared balance sheets and P&L reporting; enhanced efficiency of division
- Created presentation materials for senior management
- Assisted team on various projects, such as the development of Asia Pacific helpdesk to resolve queries on financial controlling issues

Summer Intern, Product Development and Operations Support (Summer 2005)

- Collaborated with Product Development, Operations, and IT teams to update database system
- Implemented database system for Product Development and Operations departments to effectively facilitate the day-to-day work flow

Logistics Information Network Enterprise Limited, Hong Kong, Summer 2006
Intern, Accounting & Finance, Logistic Management Support

- Provided consistent support for daily logistics process
- Worked proactively to follow up on issues for departments; contributed to productivity of team

SKILLS

Languages: Fluent in written and spoken Cantonese and Mandarin
Computer: Proficient in MS Office (Word, Excel, Outlook, Access, PowerPoint), Stata, Visual Basic, SPSS

ACTIVITIES

Volunteer, Cultural Hour Event (200 member audience at International House), New York, 2009
Volunteer, Revlon "Walk for the Cure", 2009
Member, International Student Organisation, AIESEC, London, 2008

Sample: First-Year Student

Michael Mason
mm@columbia.edu

Permanent Address:
115 Riverside Street
New York, NY 11567
(212) 555-5555

Current Address:
000 Lerner Hall
New York, NY 10027
(212) 555-5555

EDUCATION: **Columbia University**, Columbia College, New York, NY
Bachelor of Arts, Expected May 2013

The Dwight School, New York, NY
Graduated May 2009

HONORS: Dean's List (Fall 2009)
National Honor Society (2006–2009)
Harvard Book Award (2009)

EXPERIENCE: **Columbia University**, New York, NY, 2009–Present
Office Assistant, Center for Career Education

- Provide students and employers with information about internships, upcoming events, and office policies.
- Schedule appointments, answer phones, and perform general administrative duties to assist staff with operations of the center.

David's Bagels, New York, NY, 2007–2009
Counter Attendant

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

LEADERSHIP: **Columbia University Economics Society**, New York, NY, 2009–Present
Member

- Participate in meetings and assist with planning events.

Dwight Student Council, New York, NY, 2007–2009
Senior Class President (2008–2009) / Class Representative (2007–2008)

- Ran student council meetings.
- Organized class events including dances, fundraisers, and trips.
- Generated over \$1500 for the senior prom through fundraisers.

The Dwight Paper, New York, NY, 2006–2008
Features Editor

- Identified potential news and feature stories.
- Assigned writers and edited first drafts of stories.
- Wrote feature articles and theater reviews.
- Led organizational meetings.

SKILLS: Microsoft Word, Excel, PowerPoint. Intermediate Spanish

Sample: Engineering

CHRISTOPHER R. WALLACE
000 Lerner Hall • New York, NY 10027 • 212-854-0000
crw85@columbia.edu • http://www.columbia.edu/~crw85

EDUCATION

Columbia University, Fu Foundation School of Engineering and Applied Science

MS in Mechanical Engineering, GPA 3.2/4.0
BS in Biomedical Engineering, GPA 3.3/4.0

New York, NY
Expected May 2010
May 2008

Relevant Coursework:

Biomedical Engineering Laboratory
Solid Biomechanics
Ethics of Biomedical Engineers

Structure, Mechanics, and Adaptation of Bone
Advanced Musculoskeletal Biomechanics
Advanced Continuum Biomechanics

PROJECT EXPERIENCE

Columbia University

“Advanced Musculoskeletal Biomechanics”

- Conducted ligament testing and joints articulation by implementing testing on fluid muscles between joints.
- Worked in a team of three, under the supervision of faculty and laboratory.
- Prepared research paper describing results, and presented findings to class.

New York, NY
Spring 2009

EXPERIENCE

Epithelial Research Group

Research Assistant, Advanced Tissue Sciences

- Developed novel three dimensional culture systems for effective tissue engineering with team assistant.
- Designed original devices to test mechanical and phenotypic properties of fibroblast cells.
- Created and developed novel in-vitro skin models to stimulate normal and diseased conditions.

La Jolla, CA
Summer 2008

Micro-mechanical Analysis & Design Lab, UC Berkeley

Research Assistant

- Assisted with the development and design of fluidic interconnects for fluidic MEMS devices in order to develop portable reconstituted drug delivery system.
- Provided assistance with clean room fabrication and testing of structures. Conducted various administrative tasks.

Berkeley, CA
Summer 2007

TECHNICAL SKILLS

Applications:

ISSE image processing, Lab View, AutoCAD R14, Pro-Engineering, MATLAB 5.0, Simulink, Excel, MS Word, PowerPoint, Adobe Photoshop 4.0, and Sigma Plot

Research & Development: Analog Circuit Design, Serial and Parallel Port Interfacing (focus on data acquisition), and Computer Software Design (including DOS console programs, windows based, and MFC programming)

Programming Languages: Fortran, C, C++, and HTML

Operating Systems: UNIX, Linux, MSdos, Windows 95/98/NT, and Macintosh

Lab Equipment: Oscilloscope, Function Generator, Digital Multimeter, Spectrometer, Fluorescent Microscope with CCD technology, and Scanning Electron Microscope

Lab Techniques: Three-dimensional Cell Culture and Cell Line maintenance, Gel Electrophoresis (Zymography), Western Blot, Elisas, Flow Cyometry, Immunofluorescence Staining, and RNA extraction

PUBLICATION

Ferrera, V.P., Cohen, J.K., Wallace, C.R. (2008) A dissociation between spatial attention and motor response selection in prefrontal cortex of macaque. *Investigative Ophthalmology and Visual Science Supplement* 39, S324.

LEADERSHIP ACTIVITIES

Vice President, **Biomedical Engineering Society**, Columbia University
Member, **National Society of Black Engineers (NSBE)**
Emergency Room Volunteer, **Columbia Presbyterian Hospital**

September 2008–Present
April 2006–May 2008
Fall 2006

Sample: General Studies

EMILY WARREN

100 West 86th Street, Apt 6D, New York, NY 11100 • (646) 888-5500 • ew1@columbia.edu • <http://www.linkedin.com/in/emilywarren>

EDUCATION

Columbia University **New York, New York**
Expected May 2011
Bachelor of Arts in Economics; concentration in Anthropology
GPA: 3.67 / 4.0
Relevant Coursework: Financial Economics, Business Organization, Statistics B, Global Economy in an Anthropological Perspective

HONORS

- Columbia University Dean's List Fall 2007, Spring 2008, Spring 2010
- Featured in *The New York Times* for leadership role within The Columbia Ballet Collaborative, 2008
- ARTS Award, National Foundation for Advancement in the Arts, 2001

PROFESSIONAL EXPERIENCE

Encouraging Dynamic Global Entrepreneurs (EDGE) **Glasgow, United Kingdom**
June 2009 – August 2009
Consultant, Scottish Enterprises

- Developed and presented a business plan and pitch to launch a Scottish infused Mexican take-away restaurant to a panel of entrepreneurs and business experts
- Led a six member team in conducting interview-based market research of the United Kingdom's Christian community to assess the financial potential for an all-in-one radio broadcast system within this market
- Carried out industry and competitor-positioning studies for a secluded Scottish country house hotel looking to grow their wedding business
- Created consulting reports and PowerPoint presentations to propose two-year marketing strategies for both a secluded Scottish country house hotel and a radio equipment manufacturer

The Columbia Ballet Collaborative (CBC) **New York, New York**
May 2007 – present
Co-Founder and Executive Director

- Led weekly meetings with Artistic Director of CBC in order to combine both artistic and financial goals
- Strategized CBC's marketing campaign for the Spring 2009 performances at Miller Theater
- Tripled audience size from 300 to 900 members
- Wrote successful grants, including the Gatsby Foundation grant for \$1,000
- Negotiated contractual agreements between CBC and various choreographers and photographers
- Budgeted all of CBC's performances and events since its founding in May 2007

New York City Ballet **New York, New York**
September 2001 – May 2007
Professional Ballet Dancer

- Joined as Apprentice; promoted to Corps de Ballet in September 2003
- Performed and rehearsed numerous soloist and corps roles; toured the United States and Europe

San Francisco Ballet **San Francisco, California**
June 1999 – August 2001
Pre-Professional Ballet Dancer

- Awarded full merit scholarship to train with the San Francisco Ballet School for two years
- Performed in over one hundred concerts with the SFB, including *The Nutcracker* and *The Sleeping Beauty*

LEADERSHIP ACTIVITIES

Advisor and Dancer, The Columbia Ballet Collaborative, Columbia University, May 2007 - Present
Member, Columbia University Economics Club, Columbia University, September 2009 - Present

SKILLS

Computer: Microsoft Office Suite and STATA
Language: French (proficient)

Sample: Arts Administration

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

EDUCATION

Columbia University New York, NY
MFA, Theater Directing, 2006

Boston University Boston, MA
B.A., English Literature, cum laude, 1998

ADMINISTRATIVE EXPERIENCE

Bessemer Trust New York, NY
Marketing Manager, 2006–2007
Maintained and distributed company marketing materials. Created new materials with design team. Managed three marketing interns.

Oak Hill Capital Management New York, NY
Executive Assistant to C.O.O. and Managing Director, 2005–2006
Performed basic administrative duties for high-level executives. Arranged and managed client meetings, arranged travel itineraries, and managed confidential materials.

Boston Directors' Lab Boston, MA
Founder and Managing Artistic Director, 2001–2006

Founded and managed day-to-day business of publicly funded, semi-professional, nonprofit theatre company, producing six shows per year. Wrote grant applications, created and executed business plan, hired all guest artists, technical staff and teachers. Oversaw all aspects of production process for each show in the season. Created company mission statement, planned theatrical seasons, coordinated productions.

American Repertory Theatre Cambridge, MA
Dramaturg / Assistant Literary Manager/ Assistant Artistic Administrator, 1998–2002
Performed extensive literary research for all aspects of several main stage productions. Worked with directors and actors in rehearsal. Wrote actor contracts, organized casting calls, communicated with agents and unions.

TEACHING EXPERIENCE

Marymount Manhattan College New York, NY
Adjunct Faculty, 2006–Present

Teach Elements of Directing course to theater majors. Teach the history of directing, and guide students through practical directing exercises and assignments. Grade and evaluate students based on work and participation.

Columbia University High School Summer Theater Program New York, NY
Teacher/Program Director, 2005–2006

Created and taught intensive curriculum of playwriting, directing, and acting for high school students, culminating in public performance. Mentored small groups of students and individuals, and offered critical feedback of their work.

SKILLS

Computer: Microsoft Word, Excel, PowerPoint, Outlook, Sound Forge, Acid, Lotus Notes, QuickBooks, Final Draft, Corel Suite, Taleo; working knowledge of Dreamweaver, Quark, Bullet Proof, Adobe Photoshop and Premiere. Comfortable working on PCs or Macs.

Languages: Basic speaking and reading knowledge of French and Swahili.

Sample: International

RICHARD LANG

500 Riverside Drive, New York, NY 10027 • rl26@columbia.com

EDUCATION

Columbia University, Graduate School of Arts and Sciences, New York, USA May 2010

MA Mathematics of Finance

Relevant coursework: Corporate Finance, Capital Markets, Research Methods.

GPA 3.95/4.0

Double degree programme:

Universität Hamburg, Hamburg, Germany.

MSc Program in Economics and Statistics – Fakultät Wirtschafts- und Sozialwissenschaften

Relevant coursework: Probability, PDEs, Macroeconomics.

June 2006

London School of Economics, London, England

MSc in Econometrics and International Relations

Relevant coursework: Long Wave Theory, Statistics, Operations Research.

June 2006

WORK EXPERIENCE

European Bank for Reconstruction and Development (EBRD)

Statistical Analyst

EBRD Representative Office, **Moscow**

Monetary and Economic Department

- Statistical assistance to policy notes and working papers.
- Research assistance to the EBRD Eastern European Research Programme.

Jan 2008/Jul 2009

Research Analyst

EBRD Headquarters, **London**

Research Support

- Provide econometric assistance for research projects.
- Compile and process statistics for regular publications (the Quarterly and Annual Reports).
- Statistical assistance to policy notes and seminars.

June 2006/Dec 2007

Deutsche Bank AG (DB)

DB Headquarters, **Frankfurt am Main**

The DB Econometrics Internship Programme 2006

Econometric Modeling Division

Worked with team in charge of macroeconomic projections for Euro area.

Jan 2006/June 2006

The DB Statistics Internship Programme 2005

Financial Institutions and Markets Division

- Monetary & Financial Institutions – Interest Rates: data production and review.
- Capital Markets Survey: draft assessment reports and liaise with central banks.

Jul 2005/Dec 2005

TECHNICAL SKILLS

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

LANGUAGES

- *German*: Fluent.
- *English*: Fluent.
- *French*: Very good reading. Good writing and speaking.

SCHOLARSHIPS

- LSE Graduate Fellowship Program 2005-2006.
- DAAD (Deutscher Akademischer Austausch Dienst)
- ERASMUS scholarship.

Sample: Business (experienced/alumni)

GREGORY M. SMITH

400 W. 90TH STREET, APT 10D • NEW YORK, NY 10069 • GS22@COLUMBIA.EDU • 646-222-3333

EXPERIENCE

Mercer Consulting, New York, NY

2003–2008

Consultant (2006–2008), Senior Associate (2005), Associate (2003–2004)

Advised over fifty private equity and Fortune 1000 clients on the financial and strategic attractiveness of acquisition targets.

- **Project management**: Led teams through entire project cycle, including project sales, project-planning, interviewing of senior management at target companies, research, financial/strategic/operational analysis, financial modeling, development of strategic insights, report writing, and the delivery of findings to clients.
- **Analysis and modeling**: Constructed projected income statements for divestitures; evaluated impact of pricing strategies on profitability using normative distribution curves; developed and quantified marketing plans.
- **Team development and management**: Developed internal infrastructure of group as fourth most tenured person on the team; assisted in growing team from four to 40 people; oversaw undergraduate recruiting; trained and coached junior employees including creation of 400-page training manual and led feedback sessions.
- **Selected deal experience**: Advised IBM on the \$1.1 billion acquisition of Ascential Software.
- **Awards**: Received Chairman's Volunteer Award (2006); National Tessie Award for Volunteerism (2007).

Bain & Company, San Francisco, CA

2002–2003

Associate Consultant

Advised Fortune 1000 companies on strategic and operational planning.

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

JPMorgan, New York, NY

Summer 2001

Intern

Gained exposure to global bond market.

- Developed Excel tools to facilitate research by management on technology firms.
- Wrote selected portions of weekly research report covering sectors of bond market for upper management and clients.
- Received offer for full-time position in equity research covering Internet companies.

COMMUNITY INVOLVEMENT

Millennium Initiative, New York, NY: Executive Committee Member of group fighting global poverty. 2008

Wall Street Volunteers, New York, NY: Junior Advisory Board Member of group designed to promote volunteerism amongst professionals in the financial sector. 2005–2007

The Girls and Boys Town, Brooklyn, NY: Organize and manage annual 100-person picnic and child mentor program; obtain sponsorship from KPMG LLP and Gap, Inc., and recruit volunteers 2003–2005

EDUCATION

Columbia University, New York, NY

Master of Arts in Mathematical Finance

May 2009

Activities: Member, Finance Society (2008–Present)

University of Pennsylvania, Philadelphia, PA

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

May 2002

Honors: Cum Laude; Phi Eta Sigma; Golden Key Honors Society; National Society of Collegiate Scholars

Activities: President (2001) and Treasurer (2000) Delta Phi Delta fraternity; Member varsity swim team (1998–1999)

Sample: Career Changer (experienced/alumni)

AMY M. ROBINS

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

CAREER PROFILE

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

NON-PROFIT AND GRAND WRITING EXPERIENCE

REFUGEE & IMMIGRANT FUND, Queens, NY, August 2008-Present

Volunteer

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

BROOKLYN ACADEMY OF MUSIC (BAM), Brooklyn, NY, May-December 2006

Part-Time Assistant to the Community Affairs Manager

- Developed marketing strategies to attract audiences for dance, opera, theatre, and music performances; attendance increased by 25%. Duties included drafting advertising mailings, budgeting funds, establishing partnerships with community business owners, and building the database of local arts enthusiasts.
- Organized free screenings of classic films for more than 1000 New York senior citizens by assembling mailings, phoning nursing homes, maintaining RSVP lists, and personally greeting guests.
- Researched and budgeted resources for activities and décor at a Halloween block party for 200 guests.

WRITING AND RESEARCH EXPERIENCE

NEWSWEEK BUDGET TRAVEL, New York, NY, May 2008-Present

Assistant Research Editor, Arthur Frommer's Budget Travel

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

FORBES, New York, NY, July 2007-May 2008

Editorial Assistant, ForbesLife Executive Woman (now ForbesWoman)

- Researched, pitched, and wrote articles ranging from 500 to 1000 words.
- Fact-checked half of the magazine, meeting tight deadlines with 100% accuracy.
- Managed writer contracts, acting as the liaison between writers and the legal and accounting departments.

TIME OUT NEW YORK, New York, NY, February 2007-December 2008

Freelance Writer

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

EDUCATION

COLUMBIA UNIVERSITY, New York, NY

BA in English and Comparative Literature, May 2007

- Magna Cum Laude, GPA: 3.96, Dean's List (2003–2007), Golden Key Honor Society (top 15% of class).
- Fall semester abroad studying theater at the British American Drama Academy in London, England.

TEACHING PROJECTS ABROAD, St. Louis, Senegal, June 2007

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

ADDITIONAL SKILLS

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

Curriculum Vitae (CV) Overview

WHAT IS A CV?

A curriculum vitae (also known as a vita or CV) provides a detailed and comprehensive description of your academic credentials and achievements. A CV differs from the more concise resume, which summarizes your skills and experience in relation to a specific career objective. Those who hold master's or doctoral degrees will need to submit a CV when they apply for teaching or research positions at colleges, universities, or research institutions. Other industries and educational institutions, including public and private schools, prefer a resume. Undergraduate students may use a CV to apply to graduate school or research positions.

WHAT SHOULD I INCLUDE?

Your CV is your on-paper persona; it must be appealing and convince a search committee of your qualifications. Include the following information.

- Name, address, telephone number, and/or e-mail address
- Degrees, awarding institutions, and dates
- Dissertation or thesis title(s), names of advisor(s) and committee members
- Awards, fellowships, and grants
- Publications and presentations
- Teaching experience and interests
- Research experience and interests
- Related experience (for example, administrative or editorial experience)
- Language or other skills
- Service to your current institution (such as committee work, graduate student government)
- Service and membership in professional associations (e.g., Modern Language Association, American Chemical Society)

Different disciplines may warrant additional sections, such as Data Sets (sciences), Performances (performing arts), or Film Production Highlights (MFA). Consult with your advisor and other faculty to learn more about what the conventions are for your specific field. Regardless of area of specialization, do not include personal information such as your age, marital status, or race for positions in the U.S.

HOW SHOULD I ORGANIZE MY CV?

It is essential that you present your qualifications and achievements in a clear, concise, and organized fashion. Use topical headings, and consider their order; what comes first will receive the most emphasis. New job seekers usually open with their academic preparation, drawing attention to their degrees. Experienced job seekers, however, may begin with their current positions. There are no universal rules for a vita, so again, check with your advisor.

Formatting is also critical; it should support and not obscure the content of your CV. Consider your audience, and make your CV easy to read. Names, titles, and dates should appear in the same place within each entry. Be consistent in your use of punctuation, type face, and indentation. Also, careful use of white space and judicious use of bold type can help make your CV a swift and easy read. Finally, meet with a career counselor to review your CV, and show it to your peers and professors to solicit their feedback.

HOW LONG SHOULD MY CV BE?

Content determines the length of the CV. Thus, a student or junior professor may write a CV of two to four pages in length; however, senior faculty may produce a vita that runs to ten or more pages.

ADDITIONAL ONLINE RESOURCES

- Try searching the archives of The Chronicle of Higher Education's online advice content for "CV"; You will find helpful articles, advice, and sample CVs.
- Scientists and engineers should take a look at the resources at ScienceCareers.org, especially the Academic Scientist's Toolkit.
- Check the resources at www.careereducation.columbia.edu.
- Many faculty members post their CV online, so look for examples from new faculty in your field.

Sample CV: Humanities/Social Sciences

ROBERTA C. VALENTINI

25 Wayne Avenue
Oakland, California 94610
(510) 555-1234 • rcv28@columbia.edu

EDUCATION:

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

Ph.D. in American History, May 2009

Dissertation: "Politics in Working Class Los Angeles," passed with distinction

Dissertation Advisor: John Smith, Ph.D.

Fields for qualifying exams: Urban America, History of American Journalism

M.Phil. in American History, May 2008

M.A. in American History, May 2007

Master's Thesis: "The Use of Video in Presidential Campaigns"

University of Southern California, Los Angeles, CA

B.A. summa cum laude in History, May 2002

Honors Thesis: "The Nixon Administration"

FELLOWSHIPS AND AWARDS:

Postdoctoral Fellowship, Columbia University, 2008–2009

Matriculation and Facilities Fellowship, Columbia University, 2003–2005

Interdisciplinary Fellowship, Columbia University, 2003–2004

President's Fellowship, Columbia University, 2003–2008

Gross Travel Grant, University of Southern California, 2001

TEACHING AND RESEARCH INTERESTS:

Media and Memory; Journalistic History of America; Class and Politics in 20th-Century America; The American Working Class; Political History of Los Angeles

TEACHING EXPERIENCE:

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

Lecturer, 2006–2008

Taught the course "Early American History." Designed course structure and requirements; lectured, designed examinations, and administered all grades.

Adjunct Instructor, 2005–2006

Taught the course "U.S. History to 1900." Created syllabus; lectured and facilitated small group discussions; evaluated students on class participation and graded examinations.

Teaching Assistant, 2004–2005

Assisted Professor Francisco Magellan in his course "The United States in 1945." Helped create curriculum; composed exams and term paper assignments; led weekly discussion sessions; graded all written work and determined final grades.

RESEARCH EXPERIENCE:

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

Postdoctoral Fellow, 2008–Present

Conduct research on the history of the working class in the United States from 1900 to 1940. Results will be published in three journal articles.

New York Historical Society, New York, NY

Researcher, 2004–2006

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

Houghton Mifflin Company, Boston, MA

Writer, 2002–2003

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

ABC News, Los Angeles, CA

Researcher, 2000–2002

Verified the historical accuracy of special programming on American history.

PUBLICATIONS AND PRESENTATIONS:

"Class Conflict in a Working Suburb of San Francisco in the 1920s." Paper presented at the Annual Meeting of the Association of Geographers. San Francisco, CA, March 2004.

"Working Class in Los Angeles in the 1920s." Paper presented at the Los Angeles History Research Group. San Marion, CA, November 2003.

"Alcoholism in America" (with Alison Lee). Report prepared for the National Institute on Alcohol Abuse and Alcoholism. Los Alamitos, CA, May 2002.

"An Analysis of the Recent Presidential Campaigns." Paper presented at the Conference on the Presidency, sponsored by the Center for the Study of the Presidency. Erie, PA, April 2000.

MEMBERSHIPS AND SERVICE:

American Historical Association

Organization of American Historians

Western Association of Women Historians

President, Graduate History Association, Columbia University, 2005–2007

LANGUAGES:

Reading and basic speaking competence in French, Spanish, and Modern Greek. Translation competence in Italian.

Sample CV: Sciences

JOHN P. SMITH

000 West 111th Street Apt. 0
New York, New York 10025
(646) 222-2222
jps@columbia.edu

EDUCATION

Columbia University, Graduate School of Arts and Sciences, New York, NY
Doctor of Philosophy, Chemistry; Emphasis: Organic Synthesis, July 2010 (expected)
Master of Philosophy, May 2009
Master of Arts, May 2006

Swarthmore College, Swarthmore, PA
Bachelor of Arts, Chemistry; with Honors, May 2005

RESEARCH EXPERIENCE

Columbia University, Department of Chemistry, New York, NY 2006–Present
Graduate Research Assistant
Advisor: Professor Steven B. Plume
Contributed to and led multiple research programs on redesign and synthesis of antitumor anthraquinone pluraflavin A. Working toward completion of the total synthesis of ET-743 as well as additional analogs for biological evaluations and structure-activity relationships (SARs).

Swarthmore College, Swarthmore, PA 2003–2005
Presidential Senior Scholar (2004–2005)
Advisor: Professor Richard P. Harris
Awarded college grant to further research on the synthesis of kalkitoxin. Worked in collaboration with Professor John D. Black and two postdoctoral researchers.

Science Collaborative Research Program (2003–2004)
Awarded college support to work on the synthesis of potassium channel blocker, kalkitoxin. Chosen to present research at the Regional Murdock Conference at Duke University in 2002. Paper published in *NCUR Proceedings*, September 2003.

HONORS/AWARDS

Columbia University:
Roche Excellence in Chemistry Award 2008
National Science Foundation (NSF) Pre-Doctoral Fellowship 2007–2010
Faculty Fellow, Chemistry 2005–2007
Delta Sigma Chi Balfour Fellow 2005–2007

Swarthmore College:
Rhodes Scholarship, Pennsylvania State Finalist 2004–2005
Delta Sigma Chi International Balfour Finalist
AICF Senior WU Chemist Award
Senior Key

Presidential Senior Scholar 2004–2005
Nancy K. Detering Waechter Scholarship
Delta Sigma Chi Foundation General Scholarship

Mary Stuart Rogers Scholarship 2002–2003
Franklin O. Parker Scholarship
G. Herbert Smith Award

Extraordinary First Year Student Award 2001–2002
Interfraternity Council Scholarship
Mary Eyre Scholarship
Michael Foster Scholarship

PUBLICATIONS

S. Chin, C. Chow, T. Puriky, J. Smith, R.J. Pulesky. "Stereospecific Formal Total Synthesis of Ecteinasidin 743." *Angew. Chem. Int. Ed. Engl.* 2008, 10, 1602.

C. Chan, C. Chow, J. Davis, E. Huo, J. Smith, P.J. Danishefsky. "The Solution to a Deep Stereochemical Conundrum: Studies toward the Tetrahydroisoquinoline Alkaloids." *Angew. Chem. Int. Ed. Engl.* 2007, 41, 1711.

TEACHING EXPERIENCE

Columbia University 2005–2008
Teaching Assistant (2005–2008)
Synthetic Methods in Organic Chemistry (graduate course): Dr. Tim Jones, Spring 2008. Substitute lecturer in absence of professor (four classes)
Organic Chemistry II (undergraduate course): Dr. John L. Mener, Spring 2005
General Chemistry I (undergraduate course): Dr. Paul H. Wright, Fall 2006; Dr. Ted J. Grey, Fall 2005

Preceptor (2006)
Head TA responsible for overseeing eight fellow graduate student TAs

Swarthmore College 2003–2005
Teaching Assistant
Advanced Organic Synthesis Lab (Spring 2004 and 2005)
Organic Chemistry I: Taught two guest lectures to a class of fifty undergraduates (Fall 2004)

LEADERSHIP / SERVICE

Columbia Science Honors Program 2008
Instructor
Taught an introductory synthesis course to advanced high school students from the New York area (Fall 2008)

Columbia University Synthesis Literacy Group 2008
Founder
Created organization and Web site (<http://www.columbia.edu/cu/chemistry/groups/synth-lit/>) (Fall 2008)

Columbia University Graduate Student Council 2005–2008
Class Representative (2005–2008)

PROFESSIONAL AFFILIATIONS

American Chemical Society
New York Academy of Sciences

Converting a CV to a Resume

WHY WOULD I CONVERT MY CV TO A RESUME?

While a CV (curriculum vitae) is necessary for an academic job search, a resume is appropriate for most other career paths. A resume focuses on your experience and skills in a concise, clear manner, whereas a CV is much more detailed and focused on academic achievements.

HOW DO I DO IT?

A good resume requires preparation. Research the fields, employers, and jobs you are targeting and address your resume to the specific skills and experience that they seek. Often your resume is your first introduction to a prospective employer, so it should be persuasive and compelling. Find out what particular skills, qualifications and personal qualities employers want. Once you have this information, you will be able to determine what material from your CV you should use for your resume. Remember: a good resume emphasizes those qualifications, skills, and accomplishments that are appropriate and relevant to a given position.

DO I HAVE ANY TRANSFERABLE SKILLS?

Many of the things you do everyday require transferable skills. To begin thinking about what skills you can offer a new employer, make an inclusive list of characteristics and abilities that are important to you as a student. Some examples include your ability to:

- Collect and analyze data
- Solve problems
- Persuade people
- Cope with uncertainty
- Pay close attention to details
- Synthesize information
- Explain complex concepts to a range of audiences

These skills are useful outside the lab, library, and classroom; you simply need to clearly articulate how your skills can be valuable to an employer.

TRANSFORMING YOUR CV INTO A RESUME IN A FEW SIMPLE STEPS

- Research and identify skills and qualifications sought by your prospective employers.
- Generate a list of your transferable skills, jobs, and other relevant experience.
- Choose headings and organize your information to present your most relevant experience first.
- Use action-oriented verbs when you describe your skills, achievements, and experiences.
- Make sure your formatting is clear, your content concise, and your usage consistent.
- Proofread, proofread, proofread.

BOOKS AVAILABLE IN THE CAREER RESOURCE CENTER

- *“So What Are You Going To Do with That?”: Finding Careers Outside Academia* by Susan Basalla and Maggie Debelius
- *Guide to Nontraditional Careers in Science* by Karen Young Kreeger

ADDITIONAL ONLINE RESOURCES

- “From CV to Resume”, The Chronicle of Higher Education. Search the online advice section for this article, which includes useful advice and a sample resume.

TIP: Read up on the fields in which you are interested. What kind of language prevails, and what skills are important? For example, consider grading as a form of evaluation and assessment. You can recast your experience as a grader in managerial and supervisory terminology that is appealing to prospective employers.

Sample Resume (Converted from CV on p. 16)

ROBERTA C. VALENTINI

25 Wayne Avenue
Oakland, California 94610
510-555-1234
rcv28@columbia.edu

EDUCATION

Columbia University, Graduate School of Arts and Sciences, New York, NY
Ph.D. American History, 2008
M.A. American History, 2005
University of Southern California, Los Angeles, CA
B.A. History *summa cum laude*, 2002

EXPERIENCE

Columbia University, New York, NY 1999–Present
Postdoctoral Fellow (2008–Present)

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

Lecturer (2006–2008)

- Created and taught two courses on American history
- Planned and led tours of historical sites and research collections in New York City
- Delivered lectures and gave presentations to groups of 50 plus
- Evaluated and provided feedback on student performance throughout academic year

Adjunct Instructor and Teaching Assistant (2004–2006)

- Interacted with faculty to develop content and design for course on U.S. History
- Set criteria for evaluations and assessed students’ written work
- Facilitated group discussions, encouraging students to identify and analyze key historical issues

New York Historical Society, New York, NY 2004–2006
Researcher

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

Houghton Mifflin Company, Boston, MA 2002–2003
Writer

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

ABC News, Los Angeles, CA 1999–2002
Researcher

- Cooperated with team of fact-checkers to ensure the accuracy of media programming on American history

SKILLS

Computer: Proficient in MS Word, Excel, Access, and PowerPoint; QuarkXPress and PageMaker; EndNote
Languages: Advanced French, Spanish, and Modern Greek; Intermediate Italian

Sample Resume (Converted from CV on p. 18)

JOHN SMITH

000 West 111th Street Apt. 0 • New York, New York 10025
(646) 222-2222 • jps@columbia.edu

EXPERIENCE

Columbia University, New York, NY

Research Assistant, January 2006–Present

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

Teaching Assistant, September 2005–May 2008

- Designed and taught several full lectures in absence of professors
- Taught tri-weekly recitations to supplement lecture courses in organic chemistry for two years
- Evaluated students' ability to solve problems in synthesis
- Organized a team of eight fellow TAs as Preceptor/Head TA (Fall 2006)

Instructor, September–December 2008

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

Swarthmore College, Swarthmore, PA

Researcher, June 2003–May 2005

- Collaborated with two postdoctoral researchers toward the synthesis of a natural product, kalkitoxin A
- Presented achievements at the National Conference on Undergraduate Research (April 2004) and at the Regional Murdock Conference (October 2003)

EDUCATION

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

Ph.D., Chemistry, July 2010 (expected); **M.Phil.**, May 2009; **M.A.**, May 2006, **G.P.A.**: 3.9/4.0

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

Swarthmore College, Swarthmore, PA

B.A., Chemistry, May 2005, **G.P.A.**: 3.7/4.0, with Honors

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

LEADERSHIP

Columbia University, 2005–Present

- *Co-Founder* – Columbia University Consulting Club
- *Class Representative* – Graduate Student Council

Swarthmore College, 2001–2005

- *Founder* – Swarthmore Men Against Violence
- *President* – Delta Sigma Chi Fraternity (2003–2004)
- *Captain* – Varsity Wrestling Team (2002–2005); Northeast Conference Champion (2003, 2004)

Cover Letter Overview

WHAT IS A COVER LETTER? WHY IS IT IMPORTANT?

A cover letter accompanies your resume, introduces you as an applicant, and elaborates on your qualifications. Cover letters also enable employers to get a sense of your writing skills and style. Not only do they serve to give your resume focus and accentuate relevant information, but they also give you a chance to make a positive impression and express your enthusiasm for the position or organization. Cover letters should always accompany resumes (with the exception of campus recruiting when the employer may choose not to receive them). Do not write one general (form) letter to use for all of your applications; you should uniquely tailor your letter for each organization and for the specific position.

HOW IS A COVER LETTER STRUCTURED?

A cover letter is structured like a business letter, as shown in the following samples. Keep cover letters short—three or four paragraphs—and do not exceed one page. When sending your resume and cover letter by email, include your cover letter as an attachment, but don't leave the body of the email blank. Instead, write a brief statement about why you're interested in the position, and note that you've attached your cover letter and resume. Online application systems often include the option to upload a cover letter—take advantage of it. If you're sending your materials by mail, your letter should be freshly printed or typed, not photocopied. Print each cover letter on the same high-quality paper that you are using for your resume.

HOW DO I WRITE THE LETTER AND WHAT SHOULD IT INCLUDE?

Before you begin writing the letter, you should do three things:

- **Research the employer:** Learn enough about the organization so you can articulate in your letter why you are a strong fit for their firm. Review the Web site, speak with current or previous employers, and read articles. Use social media sites like LinkedIn and Twitter to read about the latest trends and news at the company.
- **Analyze the job description:** Look for skills, duties, and qualifications for the job so you can design your letter to prove that you match these as much as possible.
- **Analyze your background:** Ask yourself what you have done that is similar to the duties required of the job, including classes, projects, work experience, internships, volunteer experience, activities, travel, etc.

Structure the letter as follows:

Introduction: State why you are writing, the position for which you are applying, who you are, and where you found out about the job. You can also briefly mention why you are interested in this job or company in particular.

Body: Highlight your qualifications that are relevant to the position and to the organization. Market yourself and your abilities, communicating how your skills and experience can be valuable to the employer. Do not discuss or apologize if you feel you lack experience and accomplishments. Emphasize your strengths with examples, but avoid restating your resume. Describe the skills gained through your experience and how these skills prepare you for this job. The body of the cover letter may be one or two paragraphs and should be specific and relevant to the industry, organization, and position. Let the employer know why you are interested in working for them by demonstrating you have done your research.

Conclusion: Thank the reader and reaffirm your interest in the position. Reemphasize why you want to work for their organization, demonstrating that you've researched their firm and can explain why you would be a good fit to work there. Avoid endings that lack confidence, and be sure to sign the letter if you are mailing or faxing it to the employer.

WHAT ELSE SHOULD A COVER LETTER INCLUDE OR ACCOMPLISH?

- Your letter should be addressed to the specific individual who has the capacity to hire you.
- If you do not know who this person is, research the organization online or call to find out the correct name and spelling as well as the individual's appropriate title and current mailing address. If you cannot find a name, you can address the letter to the Recruiting Coordinator or to the Hiring Manager.
- Use the active voice, keeping your tone positive and professional. Avoid beginning every sentence with "I." Use perfect grammar and sentence structure. Make sure to have at least two people proofread your letter.

Sample Cover Letter (Publishing)

000 Lerner Hall
New York, New York 10027
(212) 853-0000
LA111@columbia.edu

April 10, 2010

Ms. Jane Smythe
Vice President
XYZ Publishing
555 Fifth Avenue
New York, NY 10001

Dear Ms. Smythe:

I am writing to express my interest in the Editorial Assistant position that XYZ Publishing posted through Columbia University's Center for Career Education. I will be receiving my Bachelor of Arts degree in English in May 2010. I feel that my academic background, in addition to my recent work experience, has prepared me well for this position at XYZ Publishing. I was particularly excited to read about the job opening at XYZ as I am keenly interested in the academic publishing industry.

Through my education and practical training, I have gained extensive writing and editing experience. As an intern at Random House, I fact-checked manuscripts, proofread galleys, and worked closely with editors. For the past year, I have been the News Editor of the *Columbia Spectator*, having served as Food Critic during the previous year. In these roles, I have written numerous original articles as well as edited the writing of my staff. In addition, publishing a daily newspaper has taught me how to work as part of a team to reach a common goal under deadline pressure.

Working as an Editorial Assistant will also give me the chance to apply the skills I developed through my college coursework. My classes at Columbia have provided me with many opportunities to hone my writing and editing skills. As an English major, I developed a strong knowledge of literature and have written both creative and theoretical papers on a wide variety of topics. I believe that the writing, research, and editorial skills I have gained through my education and work experience will enable me to make a strong contribution to XYZ Publishing.

The chance to contribute to XYZ Publishing, an academic publishing house whose texts I used throughout my high school education, is very exciting to me. If you have any questions, please contact me at (212) 853-0000 or LA111@columbia.edu. Thank you for your time and consideration.

Sincerely,

Lydia Askins

These letters are only guides to provide an idea of what to include in your letter!

DO NOT COPY THEM DIRECTLY!

We suggest that you write the first draft of your letter without using a sample to guide you. The most important quality you can convey in your cover letter is enthusiasm, and this must be done in your own style. Once you've created your first letter, those that follow will be much easier.

Sample Cover Letter (Finance)

000 W. 108th St, Apt 6C
New York, NY 10025
(917) 000-0000
jdd00@columbia.edu

October 8, 2009

Ms. Sandra Davis
Morgan Stanley
Investment Management Human Resources
1221 Avenue of the Americas
New York, NY 10020

Dear Ms. Davis:

Please consider the attached resume as my application for the position of Investment Management Analyst as posted through the Center for Career Education at Columbia University. I am currently a senior studying Economics at Columbia, where I have acquired and fine-tuned valuable skills such as analyzing difficult problems, articulating my opinions, and succeeding in an extremely competitive environment. I am eager to start at Morgan Stanley Investment Management, where I can put into practice the skills gained through my academic and professional experiences.

In addition to my education, I have a unique and varied set of internship experiences that have given me the financial skills to qualify for this position. While working at Oppenheimer Funds, I had the opportunity to see investing first-hand. My knowledge of investing and finance expanded during my internships as I took initiative, assumed responsibility, and stayed organized to complete projects that required innovation and critical thinking—attitudes essential for a Morgan Stanley Analyst. This summer, my quantitative and analytical skills were sharpened while working for a portfolio team headed by one of Barron's Top 100 Portfolio Managers. In addition, my market insights and investing abilities were put to the test and rewarded during the Intern Investment Competition. My own contributions and those of my talented teammates were recognized by the Chief Economist and head investors, who unanimously declared the team I headed the winner of the competition.

Whether in an office as an intern or on the football field as a team captain, I have gained a strong work ethic and a commitment to teamwork. My leadership activities have helped me develop the ability to collaborate with a diverse group of gifted peers in order to succeed and offer our best—skills I know are necessary for an analyst to succeed in Morgan Stanley's environment.

After information sessions, discussion with Morgan Stanley employees, and a site visit, I feel confident I can successfully conquer any task or challenge associated with this position by being inquisitive, teachable, and results-oriented. I appreciate your consideration of this application, and I look forward to hearing from you.

Sincerely,

John Doe

Sample Cover Letter (Consulting Internship)

2222 W. 112th St., Apt. 62
New York, NY 10025
cs1111@columbia.edu

December 15, 2009

Ms. Jane Smith
APD Recruiting
Strategy Consulting Group
55 E. 52nd St., 27th Floor
New York, NY 10022

Dear Ms. Smith:

I am writing to express my keen interest in a 2010 consulting internship position at Strategy Consulting Group, which I learned about this fall through an on-campus open house event at Columbia University. As a fourth year Ph.D. student in Chemical Engineering at Columbia, I am on track to complete my doctoral studies by May 2011. It is my strong feeling that my extensive and varied academic training paired with past industrial internships have provided me with the experience and skills necessary to excel in the fast-paced environment at Strategy Consulting Group.

The past three years as a graduate research assistant in a cutting-edge chemical engineering laboratory have provided me with an abundance of opportunities to define and solve problems, set and achieve goals, and strengthen my communication abilities. I have learned to read and analyze scientific literature and data, and to connect them to my specific research. I have perfected existing experimental methods, designed and implemented new experiments, and become adept at analyzing and interpreting subsequent results. In addition to these hard skills, I have further developed my communicative abilities through formal lab meeting presentations, ongoing collaborations with other research groups, preparing scientific manuscripts and fellowship applications, and managing undergraduates assisting in my research.

While my current work is primarily scientific, past and recent academic as well as industrial experiences have been much more aligned with business. As an undergraduate student, I complemented major coursework with a minor in business, learning the fundamentals of finance, accounting, marketing, and real estate. In addition, this past spring I completed a certificate course through the Center for Biotechnology at Cornell University. This program focused on the business environment of the pharmaceutical and biotechnology industries. Finally, during an undergraduate internship with Pfizer, I was a team member of a business group devoted to identifying and leveraging lower manufacturing costs within foreign countries to increase productivity.

I am truly excited about the prospect of applying my analytical and communicative skills to working with teams of like-minded professionals to solve challenging problems. Through conversation with a Strategy Consulting Engagement Manager, I've come to believe that your hallmark "client first" philosophy, as well as the exciting, team-based environment, makes Strategy Consulting Group a very strong fit for me, both culturally and professionally. I feel that my past and present technical and business training and industrial experiences make me a highly competitive candidate for a consulting internship with Strategy Consulting Group, and I look forward to pursuing this opportunity.

Sincerely,

Carlos Smith

Sample Cover Letter (Alumni)

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

August 25, 2010

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

Dear Ms. Smith,

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

I was inspired to transition from magazine writing to grant writing when I started editing documents for the Refugee and Immigrant Fund (RIF), a non-profit agency that aids new immigrants as they adjust to life in America. Working with RIF's founder to create two grant applications, I found my editorial background equipped me well for the challenges of drafting and editing proposals to secure non-profit funding. Both applications were successful and resulted in grants needed to support two new programs.

In addition to the above experience, as the Assistant Research Editor at Budget Travel magazine, I pinpoint the most engaging details of a subject and write stories that appeal to a given audience, which in this case was magazine readers. These same skills to compose applications that draw in an audience of grant givers and personal donors.

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

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

Sincerely,

Amy Robins

Academic Cover Letter Overview

Sample Academic Cover Letter

WHAT IS AN ACADEMIC COVER LETTER AND WHY IS IT IMPORTANT?

As a candidate for an academic position, you should always include a cover letter when sending your curriculum vitae. The cover letter is your opportunity to introduce yourself and to discuss your dissertation project, teaching experience, publications, research interests, and the courses you would be interested in teaching. You should tailor your cover letter to the position for which you are applying. Before you start writing, find out as much as you can about the hiring process, the position, the institution, the department, and the context in which each operates.

HOW IS AN ACADEMIC COVER LETTER STRUCTURED?

An academic cover letter should be in formal business format, as the following sample demonstrates. However, unlike a business cover letter, which is usually one page, the academic cover letter can be one, two, or three pages. Your letter should be freshly printed, not photocopied, on the same high-quality paper that you use for your CV, abstract, and other application materials.

WHAT IS THE CONTENT OF A COVER LETTER?

There are general components that should be included in any academic cover letter, though the organization may differ slightly depending on the type of position for which you are applying. For example, if you are applying for a research-oriented position, begin by discussing your research and dissertation. If you are seeking a teaching-intensive job, you may wish to open with a review of your teaching experience.

Introduction: State why you are writing, the position for which you are applying, who you are, your current institutional affiliation, and where you found out about the opportunity.

GENERAL TIPS

- Tailor your letter to the specific institution and department to which you are applying. Visit the department's Web site or request a course catalog so that you are familiar with the course offerings and any special programs.
- Your letter should be addressed to a specific individual. Be sure to use his/her correct title.
- Have several people review your cover letter both for content and for grammatical errors. Ask your advisor and, if possible, a junior faculty member or peer who has been on the market recently.

Dissertation: Provide evidence of the quality of your scholarly research. Include the title, a clear description of the project, and the direction you would like your future research to take. If sections of the dissertation have been published, if you have a book contract, or if you have presented sections of the dissertation at conferences, mention that here. Try to relate your research to the needs of the institution if possible.

Teaching Experience: Discuss your teaching experience and philosophy. Mention types of courses you are willing and able to teach, the titles of some of the courses you have already taught, and your title (adjunct, teaching assistant, lecturer). Be specific: Did you create a new syllabus or did you use an already existing curriculum?

What type of course(s) did you teach (e.g., large lecture, small discussion seminar)? How many students/sections did you teach? Did you hold office hours? Grade papers? Guest lecture? In order for a search committee to assess what you're capable of handling in terms of teaching load, they need to have a clear sense of the kind of teaching experiences you've had.

Scholarship/Service: In addition to being evaluated on the quality of your research, you will be evaluated on your potential to be a productive scholar over a period of time. Use this paragraph to discuss future research projects and courses you have developed or will develop that are specific to their needs. Candidates will also be evaluated on their potential to be an active member of the academic community, so those who have related professional experience may choose to discuss that here as well.

Conclusion: At this point, thank the search committee, and reaffirm your interest in the position. You may also include the names of those writing letters of recommendation and indicate that your dossier will be forwarded under separate cover. Don't forget to sign the letter if sending by mail.

ADDITIONAL RESOURCES

- *The Academic Job Search Handbook* and *The Chicago Guide to Your Academic Career* (and many more books available in the CCE Career Resource Center)
- *The Chronicle of Higher Education*

123 West 110th Street, Apt. Z
New York, NY 10000
(212) 555-7890
tjs1234@columbia.edu

November 1, 2009

Professor Andrews, Search Committee Chair
Committee for Asian Studies
Humanities Faculty
University of X
City, State, Zip Code

Dear Professor A:

I am writing to apply for the position of Assistant Professor of Asian Studies, as advertised by your department through H-Net on October 29th. I am currently a doctoral student in the Department of East Asian Languages and Cultures at Columbia University. By May 2010, I will have defended my dissertation. My research and teaching background have prepared me to be an active and productive faculty member with the Committee for Asian Studies at the University of X. My expertise in Japan complements your current strengths in China, India, Thailand, Indonesia, and Asian-American Studies. I would very much like to contribute to the committee's goal of teaching about Asia across the disciplines. Enclosed, please find my curriculum vitae.

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

Recently I have been cooperating with a multi-national group of researchers who seek to share methodology, analysis, and theory across the boundaries of "European" and "Asian" studies. We have secured a seed grant from KLM Foundation to organize a conference tentatively titled "Orient/Occident", to be held in 2010 in New York City. My next research project is geared toward participation and publication with this group; I will examine the social positions and functions of divination and spirit-possession in Edo. In a publishing project that has developed out of the conference planning, I will collaborate with scholars researching Korean shamanism and North American spiritualism in an edited volume from Z Press. We will each write a topic-specific article, and we will also co-author a comparative essay.

Along with research, teaching has been integral to my graduate training, and I have taught a variety of subjects to diverse groups of students. During the summer of 2006, I taught an intensive undergraduate survey course in Asian literature at Columbia. For this course, I adapted an existing syllabus and delivered daily lectures to a group of 25 students. As an adjunct instructor, I taught "Cultures of Asia" at Hunter College, City University of New York, in the spring of 2007. I developed this course and created a new syllabus combining lectures, films, and discussions. Through my five years of service as a teaching assistant both at Columbia and at the University of Illinois, I have forged relationships with a broad range of faculty members and gained cross-disciplinary experience in language instruction, literature, religion, history, and art history. Per your request, I have enclosed a statement of my teaching philosophy.

I am aware that the University of X has launched an initiative to integrate new technologies into teaching and learning. I would be an enthusiastic participant in this program. In my teaching, I have worked extensively with online systems for course management, posting syllabi, assignments, and study guides. Additionally, I have created slide shows, videos, and e-texts as computer-based supplements to more traditional paper-based resources.

Finally, I have the background to contribute to the university community. As a graduate student, I served as "student representative" for two years, acting within my department as a liaison between students and faculty and organizing student-oriented events such as colloquia and mock job talks. In this process, I have learned about the complexities of departmental administration and university governance. One of the reasons I am drawn to the Humanities Faculty is its reputation for a strong and supportive culture. I would value the opportunity to contribute to your community.

Sincerely,

Taylor Smith

Thank-You Letter Overview

WHY SHOULD YOU SEND A THANK-YOU LETTER?

You should send thank-you letters for the following reasons:

- To reaffirm your interest in the company, employer or industry.
- To jog the interviewer's memory and to remind him/her of your interview.
- To mention something that you may have omitted during the interview.
- To illustrate that you are courteous and professional.

WHEN ARE THANK-YOU LETTERS APPROPRIATE?

Thank-you letters are appropriate after the following occasions:

- After every job interview (this includes in-person interviews and phone interviews).
- After every informational interview or networking meeting.
- After someone has helped you with your job search process (e.g., referred your resume to someone else, offered you contact information, etc.).

WHAT IS THE PURPOSE OF THE LETTER, AND WHAT SHOULD IT INCLUDE?

Thank-you letters should:

- Be short, concise, and to the point.
- Express gratitude for the opportunity to interview or for job search assistance.
- Mention aspects of the interview that were of particular interest to you.
- Grant you the opportunity to add something that you may not have mentioned during the interview that is relevant to your job search or to your application.

HOW SHOULD A THANK-YOU LETTER BE SENT?

You should judge how to send a thank-you letter (e.g., e-mail or post) by your previous communications with the employer. For example, if the employer has contacted you via e-mail, feel free to send your thank-you note the same way. If you expect to receive the job decision quickly, you should send your thank-you note immediately. Your thank-you note should always be sent within 24 hours of your interview. Whether you send a handwritten or e-mailed thank-you note, it should always be formal and professional.

TIP

If you were unable to answer a question during an interview, you can mention the appropriate response in the thank-you letter.

Sample Thank-You Letter

123 Lerner Hall
Columbia University
New York, NY 10027
(212) 555-1234
mh@columbia.edu

Mr. Alex David Wayne
Apfel Incorporated
222 Park Avenue
New York, NY 10022

November 1, 2009

Dear Mr. Wayne,

It was a pleasure meeting with you yesterday. Thank you for giving me the opportunity to speak with you about the marketing analyst position at Apfel Incorporated. I am enthusiastic about the position and believe that my skills and interests are a strong match for the company. As we discussed, while interning at American Marketing Company, I completed a project that is similar in nature to the work that I would be doing at your company. Developing new business presentations for sports initiatives was my greatest accomplishment at American Marketing Company, and I believe that I could make an immediate contribution to Apfel.

Thank you again for your time and consideration. If you require any additional information, please do not hesitate to contact me at 212-555-1234. I look forward to hearing from you.

Sincerely,

Mark Hamilton

NOTE: If your thank-you note is sent via e-mail, the address heading is not necessary.

Informational Interview Letter Overview and Sample

OVERVIEW

Informational interviewing is part of the networking process and is a way to strengthen your network. The primary purpose of networking and informational interviewing is to gather information that can lead to further contacts and information regarding job/internship opportunities. As such, never approach this activity as 'getting a job' but rather as career research. Research leads to information, which leads to opportunities.

SAMPLE

Dear Ms. White,

Currently, I am a Columbia University student majoring in Art History and I am pursuing a career in Public Relations. I noticed your profile on the Columbia University Alumni Association's LinkedIn Group and am very interested in conducting an informational interview with you. During the summer, I had a very exciting internship at a small boutique Public Relations firm named Jive. This experience has prompted me to learn and explore more about the industry. Gaining insight and hearing about your career experiences at some of the largest international PR firms would be invaluable. At your convenience, I would like to schedule a 20–25 minute informational meeting with you. The purpose of the meeting is to gather additional information that will better assist me with my career decisions. I will contact you by telephone on April 26th to see if we can schedule a meeting. Thank you for considering my request, and I hope we can spend some productive time together in the near future.

Regards,
Alana Gomez

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

**(212) 854-5609
careereducation@columbia.edu
www.careereducation.columbia.edu**

COLUMBIA UNIVERSITY CENTER FOR
Career Education