

RÉSUMÉ GUIDE

Adapted from Career & Internship Services Center at the Universities at Shady Grove

Recommended Résumé Formats

Chronological Résumé - A chronological résumé is the best format to demonstrate an individual's skills and accomplishments. In this format, work experience is listed in reverse chronological order (most recent job first). Education comes before experience, unless you have substantial nursing related work experience.

Tip #1: Target your résumé to the position and related skills. Develop a template and modify the résumé to each position for which you are applying.

Tip #2: Bullet statements are much easier to read than paragraphs. Remember to place the most relevant entries first. You want to catch the employer's eye so they want to read the rest of your résumé.

Tip #3: Use action verbs to emphasize your skills and accomplishments (led, analyzed, coordinated).

Tip #4: PROOFREAD! Have another person proofread your résumé as well.

Components of a Résumé

The content categories you choose for your résumé will be determined by a number of factors, especially your strongest "selling points" relative to the type of position you are seeking. The following list provides an overview of the types of information normally included in the résumé:

1. Identification Data: Name, current and permanent mailing address (with ZIP code), if applicable, phone number(s), including area code(s), and email address. *Make sure your voice mail message and email address are professional (sample.name@umaryland.edu).*
2. Objective Statement: This is a statement that defines the type of position you are seeking. It should be clear and concise, without being restrictive. For example: Seeking an RN position on the Psychiatric Unit. Objective statements are not necessary unless you are seeking a specific care area.
3. Education: Your academic experiences should be listed in reverse chronological order, with your most recent degree or experience first. You may choose to list your cumulative grade point average if above 3.5. Also, consider listing your clinical rotations under education, if applicable. For example:

EDUCATION

University of Maryland School of Nursing, Baltimore, MD
Bachelor of Science in Nursing

May 2014
GPA 3.85

University of Maryland, College Park, College Park, MD
Bachelor of Arts, Psychology

May 2012
GPA 4.0

Clinical Rotations, 530 hours

Children's National Medical Center, Neuroscience Unit (*Pediatric, fall 2013*)

Johns Hopkins Hospital, Labor and Delivery, NICU, Antepartum/Postpartum Units (*Leadership, summer 2013*)
University of Maryland Medical Center, Progressive Care Unit (*Adult Health, spring 2013*)

4. Professional Experience: Your professional experience can include not only full- or part-time positions, but also related volunteer work or internships. For each position, list the organization for which you worked, the city and state where it is located, your job title, and dates of employment. List your most relevant or substantial experiences first, regardless of the dates. Otherwise, list your experience using action oriented language, usually a verb, e.g. analyzed, coordinated, assisted. Descriptions should emphasize skills and accomplishments, not just duties. For example:

PROFESSIONAL EXPERIENCE

Guided Study Session Leader, Student Success Center January 2013-May 2014
University of Maryland School of Nursing, Baltimore, MD

- Facilitated large and small group discussions on course content
 - Collaborated with faculty and staff to plan and prepare session materials
 - Incorporated diverse and active learning/teaching methods
 - Taught proper study strategies (textbook reading, note-taking, test preparation, and test taking skills)

5. Additional Sections: You may choose to list other types of information, particularly if it relates to your career objective and/or it reflects any achievements in which an employer may have an interest. Here are some suggested headings, although you are not limited to only these examples.

- a. Extracurricular or Community Activities: These activities are an indication of your interests, leadership abilities, and willingness to accept responsibility. For example: *Member of Sigma Theta Tau International Honor Society of Nursing, President of Nurses for Global Health student organization, Mentor-Robert Wood Johnson Foundation-Clinical Nurse Leader*. Try to avoid abbreviations.

- b. Honors and Awards: Academic honors such as *Edwin and L.M. Zimmerman Award*, selection for an academic honorary, or other special types of recognition are often listed in a separate category or may be added to the education section, if applicable.

- c. Professional Affiliations: If you have joined a professional association related to the career field in which you are seeking a position, be sure to list it. If you have not, do so now. Most associations will allow individuals to gain membership at the reduced student cost for up to one year after graduation. Membership in professional associations demonstrates that you are striving to learn the newest and most current trends in your field.

National Student Nurses' Association

American Assembly for Men in Nursing

American Nurses Association

American Association of Nurse Practitioners

Graduate Nursing Student Academy

National Black Nurses Association

- d. Publications: If you have published articles or articles selected to be published, list by title any articles related to nursing.
 - e. Research: If you have done extensive research on a topic, particularly if it relates to your chosen career field, you may wish to state the title of the paper or thesis, a brief description, or your conclusion/findings. This may give the employer some additional



- insight into your professional abilities and training. This section is most applicable to graduate students and candidates for research positions.
- f. Special Skills: In this section, include any expertise you may have in foreign languages, computer operation and programming, technical writing, or other areas of excellence that have not been mentioned elsewhere.

Skills Evaluation

Begin by making a list of all the skills and abilities you bring to your chosen career field. List skills and knowledge acquired in classroom, on jobs (part-time, summer, or full-time), during internships, and in volunteer work experiences. Work-related skills can also be developed in leisure activities and hobbies. Think of your past accomplishments and the skills you used to achieve success, regardless of the setting.

Assess your skills realistically and honestly. Do not exaggerate or falsify your accomplishments, and be careful not to downplay your abilities. Your goal is to show employers what skills you have to offer and how you might apply these skills to positions in their organizations.

Through your educational and work experiences, you have developed several different types of skills. Since résumés (and interviews) focus on the skills you have to offer an employer, it is important that you identify those that you feel are your strongest assets. Below are the two basic types of skills that we all possess.

Self-management skills include personal strengths that are related to your personality and temperament. They determine how you will perform tasks and work within an organization. You normally acquire these skills in your early years from family members, peers, and school. They are further developed as you gain more education and work experience. The following is a list of self-management skills that employers would be interested in:

Decision-making Ability	Ability to work under pressure
Patience	Flexibility
Dependability	Optimism
Orderliness	Willingness to take initiative
Enthusiasm	Loyalty
Persistence	Sense of humor
High-energy Level	Ability to maintain confidentiality
Cooperativeness	Risk taking
Attention to Detail	Tact
Self-Confidence	Reliability
Honesty	Resourcefulness
Assertiveness	Punctuality

As you develop your own list, recall words people have used to describe you. Also think of compliments that family, friends, and colleagues may have given you about some of your personal characteristics.

Transferable skills are skills that can be applied in a wide variety of work settings. You can develop them from experience, education, and training. Our ability determines how well we can learn and master a skill, but we all have the ability to improve our skills. Some examples:

Communication

Writing ability
Group presentation
Ability to persuade
Selling
Ability to negotiate
Ability to listen

Managerial

Ability to organize
Attention to
Time management
Decision-making
Delegating

Manual/Physical

Mechanical reasoning
Construction skills
Manual dexterity
Operating equipment

Investigative

Research ability
Scientific curiosity
Ability to define problems
Ability to solve problems

Numerical

Budgeting ability
Ability to manipulate data
Quantitative problem solving

Work with Others

Supervise
Instruct/Train
Coach
Advise

Social-Interpersonal

At ease socially
Work well with group
Deal effectively with group
Deal effectively with public
Able to take criticism

Creativity

Artistic
Imaginative with things
Imaginative with ideas

Language

The language of a résumé is action-oriented. Sentences should begin with actions verbs. Current jobs are present tense (e.g. Delegate, Administer) and completed jobs use past tense verbs (e.g. Estimated, Devised).

Use short phrases and clauses with no subject, rather than full sentences, in your descriptions. Eliminate extraneous words and irrelevant information.

Check and re-check spelling, grammar, and spacing very carefully. Errors and mistakes can indicate that you have not taken the time to put in 100 percent effort to creating your résumé and may do the same on work responsibilities if hired, thus deterring a potential employer.

Achieved	Administered	Advised	Analyzed	Answered	Applied	Arranged
Assembled	Assessed	Assigned	Assisted	Began	Bought	Built
Calculated	Cared for	Categorized	Classified	Coached	Coded	Collected
Communicated	Complied	Composed	Computed	Conducted	Constructed	Contacted
Contributed	Coordinated	Copied	Counseled	Created	Dealt with	Decided
Defined	Delegated	Demonstrated	Designed	Developed	Devised	Edited
Encouraged	Established	Estimated	Evaluated	Explained	Filled	Gathered
Generated	Guided	Handled	Helped	Identified	Illustrated	Implemented
Improved	Increased	Initiated	Instructed	Interacted	Interpreted	Invented
Led	Listened	Located	Managed	Manipulated	Measured	Mediated
Memorized	Modified	Motivated	Negotiated	Operated	Ordered	Organized
Outlined	Perceived	Performed	Persuaded	Planned	Prepared	Printed
Produced	Promoted	Recorded	Regulated	Repaired	Represented	Reorganized
Researched	Responded	Retrieved	Reviewed	Revised	Searched	Selected
Simplified	Sold	Spoke	Succeeded	Summarized	Supported	Synthesized
Taught	Tested	Trained	Tutored	Used	United	Verified
Volunteered	Wrote					