MAT Resume Guide

SMCM Career Development Center  
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smcm.edu/careercenter Updated: October 2016

**Overview of Résumé/CV Formats**

A resume is a concise fact sheet, listing education, experience, accomplishments, and credentials. It is a marketing tool used to highlight a candidate’s qualifications for a job or other opportunity. Contrary to popular belief, a resume will not get a candidate a job; instead, it will be one of the most valuable tools used to secure an interview.

While resumes may differ widely in format and content, there are three basic styles: chronological, functional, and curriculum vita. This guide includes examples of each style. Keep in mind that each resume will be as unique as the writer’s skills and experience. As a result individuals may combine elements of the different resume styles to meet their specific needs.

**Chronological (Traditional)**

This style lists experience by date (starting with the most recent) and includes responsibilities and accomplishments for each position. Students who have a number of relevant experiences (paid or volunteer) or have worked at any recognizable organizations would be best served by this format.

**Functional (Skills-based)**

The functional style is organized by skillsets. These skills are developed through work/internships, class assignments, and extracurricular activities. If a student has limited internship or job experience, this resume style may best demonstrate qualifications.

**Curriculum Vita (CV)**

The CV is an academic resume used primarily in research and health care settings and is not restricted in length. The main difference between a CV and a resume is the inclusion of a publications and presentations section, in which out-of-classroom presentations and co-authored publications are listed.

**General Guidelines**

**Format:** Formatting should be consistent throughout all application documents

* Section titles should be the same font size and style
* Use bold to highlight what you want to be noticed, such as degrees or job titles
* Use a basic font such as Times New Roman, Arial, or Calibri
* Font size can range between 10-12 (with the exception of your name which should be larger)
* Margins can be as small as .5 inches
* Generally a resume should be one page in length, two pages at the most

**Use Parallel Structure:** This applies to the formatting and language used throughout the document. A well-organized resume is generally easier to read. If a resume is difficult to follow, it may be passed over regardless of qualifications.

**Do NOT use a template:** Templates and word boxes make it difficult to update a resume. There is also a potential for a loss of content and formatting depending on the software used to create and view the document.

**Bullet Points:** Use bulleted statements to describe experiences and accomplishments. These should begin with actions verbs and do not include personal pronouns such as I, me, and my.

**Display accomplishments, not tasks:** When describing an experience, focus on accomplishments; they speak louder to abilities than a list of tasks. Quantify with numbers or other concrete measures whenever possible.

**Customize to the audience:** Each application should be customized for the specific position and organization. Research the mission and values and use this information to tailor the resume accordingly.

**GPA:** Only include GPA if it is 3.0 or above (round to 1 or 2 decimal places). You can also use your major GPA.

Notes:

* Remove information from high school after sophomore year of college unless it is especially noteworthy.
* Do not include information about personal interests unless it is unique or requested by the employer.
* Consider starting a master resume that includes all experiences, projects, research etc. and concisely format one page of the most relevant information for each opportunity.

**Action Verbs**

Begin each statement with an action verb. This list is intended to help generate ideas when formulating bullet statements.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Management/**  **Leadership**  **Skills**  administered  assigned  attained  chaired  consolidated  contracted  coordinated  delegated  developed  directed  eliminated  enhanced  enforced  established  evaluated  executed  generated  headed  hired  improved  incorporated  increased  inspected  instituted  managed  motivated  organized  oversaw  planned  presided  prioritized  produced  recommended  reorganized  reviewed  scheduled  strengthened  supervised  **Communication Skills**  addressed  advertised  arranged  collaborated  communicated  composed  condensed | contacted  convinced  corresponded  defined  directed  drafted  edited  elicited  explained  expressed  formulated  influenced  interpreted  interviewed  judged  lectured  marketed  mediated  moderated  negotiated  observed  participated  persuaded  presented  promoted  publicized  reconciled  recruited  referred  reported  resolved  responded  spoke  suggested  synthesized  translated  wrote  **Research**  **Skills**  analyzed  clarified  collected  compared  conducted  determined  examined  extracted  formulated  gathered  evaluated | identified  interpreted  interviewed  invented  investigated  located  measured  organized  researched  reviewed  solved  summarized  surveyed  systematized  tested  **Technical**  **Skills**  applied  assembled  built  calculated  conserved  constructed  designed  determined  developed  installed  maintained  operated  programmed  resolved  specialized  upgraded  **Teaching Skills**  adapted  advised  arranged  clarified  communicated  conducted  coordinated  critiqued  developed  enabled  evaluated  explained  facilitated  guided  individualized | instructed  motivated  set goals  stimulated  taught  trained  transmitted  tutored  **Creative**  **Skills**  acted  composed  conceptualized  created  designed  directed  displayed  drew  entertained  fashioned  formulated  founded  illustrated  introduced  invented  modeled  originated  performed  photographed  planned  revised  shaped  **Helping Skills**  advocated  aided  answered  assisted  cared for  clarified  counseled  diagnosed  educated  encouraged  facilitated  familiarized  furthered  helped  influenced  insured | mentored  provided  referred  rehabilitated  resolved  simplified  supplied  supported  volunteered  **Organizational Skills**  approved  arranged  catalogued  categorized  charted  classified  coded  collected  compiled  corresponded  distributed  filed  generated  implemented  inspected  maintained  monitored  operated  organized  prepared  processed  provided  recorded  reviewed  scheduled  sorted  submitted  standardized  systemized  updated  validated  verified  **Financial Skills**  analyzed  appraised  audited  balanced  budgeted | calculated  computed  developed  estimated  forecasted  managed  marketed  planned  projected  reconciled  reduced  researched  **More**  **Verbs...**  achieved  completed  contributed  effected  electrified  expanded  improved  navigated  negotiated  pioneered  perfected  promoted  quoted  reduced  resolved  sparked  spearheaded  spoke  succeeded  supervised  surpassed  transferred  unified |

**Sharon Regan**

Chronological

2 Fernwood Trail | Annapolis, MD 21401

[sregan@smcm.edu](mailto:sregan@smcm.edu) | 240-555-1234

**EDUCATION**

**Masters of Arts in Teaching: Secondary English** Anticipated June 2016

St. Mary’s College of Maryland, St. Mary’s City, MD GPA: 4.0

**Bachelor of Arts in English;** **Minor in Philosophy**May 2015

St. Mary’s College of Maryland, St. Mary’s City, MD GPA 3.5, Cum Laude

**University of the Gambia, The Gambia, West Africa** (Semester Abroad) Fall 2010

Attended University classes and taught English at a local secondary school

**TEACHING INTERN PLACEMENTS**

**Leonardtown High School, Leonardtown, MD** Nov. 2011 - May 2013

* Developed and taught English lessons for six periods of twelfth graders.
* Implemented an outdoor service experience with Maryland Environmental Literacy Standards

**Spring Ridge Middle School, Lexington Park, MD**  Aug. 2012 - Oct. 2013

* Differentiated instruction through attention to IEP/504 and student needs.
* Taught and planned lessons for three block periods of eighth grade students.

**FIELD PLACEMENTS**

**Spring Ridge Middle School, Lexington Park, MD**

* **FLOW Mentoring:** mentored at-risk middle school students through leadership program. Jan. - May 2014
* **Reading Tutor:** Supported struggling sixth graders with literacy instruction. Jan. - May 2014
* **Exceptionality Assistant:** worked with a variety or IEP/504 students in sixth grade. May 2014

**PROFESSIONAL EXPERIENCE**

**Camp Director,** Mountain Summer Camp, Charlottesville, VA May - Aug. 2013

* Directly Responsible for all camp happenings during operations, as well as off-season preparation.
* Oversaw are $50,000 budget to hire summer camp staff and procure supplies

**Chancellor’s Point Student Fellow,** Historic St. Mary’s City, St. Mary’s, MD 2010 – 2012

* Orchestrated the continued use/development of sixty-six acre property on the St. Mary’s River with the goal of becoming an outing location and education center for students/community.
* Developed a Cultural Landscape Report with a long-term development and maintenance plan.
* Chaired monthly committee meetings with professionals from Historic St. Mary’s City.

**ACHIEVEMENTS**

St. Mary’s College of MD Windsurfing Club Member 2008 - Present

Dean’s List Fall 2007, Fall 2008, Spring 2010, Fall 2010

**Jamie Brown**

Chronological

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202-865-8956٠ ajobs@smcm.edu

**EDUCATION**

**Master of Arts in Teaching** Anticipated June 2016 Secondary Education, Social Studies   
 St. Mary’s College of Maryland, St. Mary’s City, MD

**Bachelor of Arts in History** May 2015  
 Minor in Education Studies Magna Cum Laude St. Mary’s College of Maryland, St. Mary’s City, MD

**TEACHING EXPERIENCE**

**Student Teacher Intern**

Margaret Brent Middle School, Helen, MD November 2012 – May 2013

* Created and delivered differentiated units and daily lessons for six diverse 8th grade United States history classes
* Implemented co-teaching model with mentor teacher and special education teachers to address students’ Individualized Education Plans
* Evaluated data gathered at the classroom level to guide instruction and encourage student ownership of their learning
* Designed an independent research project to contribute to the goals of the school’s improvement plan to develop students’ academic skills in reading and writing.

Chopticon High School, Morganza, MD August 2012 – September 2012

* Collaborated, designed, and implemented differentiated daily lesson plans to appeal to a variety of learning styles and interests in one certificate of merit 9th grade United States history class and two Contemporary Issues elective classes
* Designed and executed a collaborative action-research project to improve student engagement within in the classroom

**Education Field Experience**St. Mary’s County Public Schools, St. Mary’s County, MD January 2010 – May 2011

* Volunteered in elementary and middle schools to provide individual and small group instruction in reading and social studies
* Developed reflective practice skills as a component of undergraduate education courses

**RESEARCH AND PRESENTATIONS**

**Masters Research Project** June 2013

* Designed an educational research project to contribute in helping establish relevance in the social studies classroom through local history and student historical investigations

**Senior Research Project** May 2012

* Designed, completed, and presented an independent historical research thesis centered on St. Mary’s County, MD local history

**Jamie Brown | 2 of 2**

**EMPLOYMENT EXPERIENCE**

**Alumni Relations Coordinator**  
St. Mary’s College of Maryland, St. Mary’s City, MD May 2010 – July 2012

* Assisted in coordinating and executing large alumni events of over 1,000 guests, including the annual Alumni Weekend
* Aided in managing 20-100 volunteers for alumni events
* Communicated with alumni on a regular basis to promote enduring relationships with the alumni office and college community

**Advancement Office Assistant**  
St. Mary’s College of Maryland, St. Mary’s City, MD September 2009 – May 2010

* Maintained an organized system to manage donor files and office materials
* Managed ten student callers for the Advancement Office’s Phone Outreach Program
* Communicated with donors to assist in maintaining high-quality stewardship

**Public Safety Dispatcher**St. Mary’s College of Maryland, St. Mary’s City, MD September 2008 – May 2009

* Communicated with the college and St. Mary’s County communities daily to ensure the safety and security of all students, staff, and property
* Continued a calm and professional demeanor during emergency situations

**COLLEGIATE LEADERSHIP AND ACTIVITIES**

Crew Team Secretary September 2010 – May 2011

Crew Team September 2008 – February 2012

Admissions Student Ambassador September 2008 – December 2009

**HONORS SOCIETIES AND AWARDS**

Dallas P. Dean Scholarship for Future Teacher’s Award February 2013

Phi Alpha Theta January 2012 – May 2012

Betty W. Briscoe Award April 2012

Omicron Delta Kappa October 2010 – May 2012

May Russell Historical Achievement Award April 2011

Dean’s List Fall Semester 2008-Spring Semester 2011

Curriculum Vita

**Jill Simmons**

555-821-2484, jmsimons@smcm.edu

Box 2223, 16800 Point Lookout Rd.

St. Mary’s City, Maryland 20686

**Education**

**Masters of Arts in Teaching**, Elementary English Anticipated June 2016

Endorsement in Special Education Cumulative GPA: 4.0

St. Mary’s College of Maryland, (SMCM) St. Mary’s City, MD

**Bachelor of Arts in Psychology** May 2015

Minors in Educational Studies Cumulative GPA: 3.72

St. Mary’s College of Maryland, (SMCM) St. Mary’s City, MD Magna Cum Laude

**Teaching Experience**

**Teacher Intern**, Patterson Park Public Charter School Anticipated March 2013-May 2013

Baltimore City, MD

* Intend to combine knowledge gained from Graduate coursework, pedagogy, and philosophies developed in Secondary Internship placements to urban setting.

**Teacher Intern**, Spring Ridge Middle School November 2012-March 2013

Lexington Park, MD

* Worked in two on-level 8th grade English Language Arts classes and one Honors 8th grade English Language Arts class focused on reading and literacy.
* Participated and assisted with after school activities in Language Artist and Discovery Imagination.
* Planned and taught curriculum that was pre-designed for several English classes by using existing text.

**Teacher** Intern, Leonardtown High School August 2012-October 2012

Leonardtown, MD

* Worked in three Standard 9th grade English classes and three 10th grade Honors classes.
* Participated in meetings and Professional Development experiences.
* Co-planned and co-taught lessons.

**Research Experience (smcm)**

**Senior Research Project**  Fall 2012

* Conducted a comprehensive independent senior project examining the prevalence of eating disorders and patterns of counseling center usage on the campus of St. Mary’s College of Maryland.
* Completed a 30 to 40-page review of the relevant literature in preparation for data collection.
* Submitted a formal proposal to the College’s Institutional Review Board to obtain approval for the study.

**Research Assistantship**  Spring-Summer 2012

* Researched project on the impact of parenting style on family dynamics in counseling settings.
* Recruited and scheduled more than 40 participating families within 3 months, including 16 from traditionally underrepresented groups and 7 of low socioeconomic status.

Jill Simmons | 2 of 2

**Developmental Psychology with Lab** Fall 2011

* Explored the influence of gender and age on social participation through observation of preschool-aged children’s free play. Compiled data and reported findings in a 15-page lab report.
* Completed an independent correlational study on the influence of pubertal timing on body image and self-esteem in college females; analyzed data and reported findings in a 20-page lab report.
* Led class discussion on assigned topic (memory development) and gave two class presentations.

**Other Professional Experience**

**Assistant Coach/Camp Counselor** Summers, 2010-2011

Meadow Lake Summer Camp/Harborview Sports Camp

* Supervised and supported basketball players living in college residence halls.
* Assisted coaches with planning and implementing daily practice sessions.
* Planned recreational activities and monitored participating campers ranging in age from seven to thirteen.

**Mental Health Intern** Seasonal, 2009- 2010Palmer Psychiatric Pavilion

* Conducted direct care, observation, and communication with child, adult, and geriatric patients.
* Assisted patients with activities of daily living and perform assessment vital signs and Accuchecks.
* Facilitated patient community groups and document participation in group activities.

**Leadership Experience (smcm)**

**Treasurer, Student Athlete Advisory Board** Fall 2012-Spring 2013

* Assisted in organizing community-service activities for campus athletes.
* Reported to the Board on progress of the basketball program, including needs and updates.

**Vice President, CAC (Capital Athlete Conference) Advisory Board** Fall 2012-Spring 2013

* Coordinated conference-wide community service activities.
* Planned meetings and coordinate discussion on issues within college athletics.

**Captain, St. Mary’s College of Maryland Basketball Team** 2008-2012

* Coordinated with coach and other professional staff to organize team events and off-season training.
* Accounted for the team’s academic and athletic endeavors and serve as a mentor for new recruits.

**Publications & Presentations**

* Simmons, J. M. (2013, April). *The Relation between Eating Disorders and Counseling Center Usage.* Poster accepted for presentation at the annual meeting of the Eastern Psychological Association, Washington, DC.
* Tallent, K. A., Simmons, J. M., & Bauer, P. J. (2013). *The impact of parenting style on family dynamics in counseling settings*. Manuscript submitted for publication to Journal of Counseling Psychology.

**Honors & Awards**

* Chi Alpha Sigma, The National College Athlete Honor Society Fall 2012
* Team Most Valuable Player Fall 2012
* Dean’s List Spring 2010-Spring 2012
* National Basketball Coaches Association (NBCA) All-Academic Team Fall 2010-Spring 2011

**International Education & Experience**

Below you will find examples of ways to include your international education and experience on your resume. Depending on the type of experience you have and the relevance to your career goals, you may choose to express this qualification differently. Please ask the Career Center for help if you are unsure what makes the most sense for you.

**Semester Abroad or National Student Exchange (Coursework)**

**EDUCATION**

St. Mary’s College of Maryland, St. Mary’s City, MD

**Bachelor of Arts in Economics, Minors in Mathematics and Political Science** Anticipated May 2016

Centre for Medieval and Renaissance Studies, Oxford, UK (Semester Abroad)

One-on-one tutorial-style courses in the areas of history and literature Spring 2014

**Internship, Research, or Service Project Abroad**

**RELATED EXPERIENCE**

Marketing and Promotions Intern, General Mills, Shanghai, China Fall 2014

* Assisted with development and refinement of advertising campaign for new type of granola bar
* Organized and conducted informal focus groups among other interns in order to determine young adult response to potential print media displays and television commercials

**Study Tour**

**EDUCATION**

**Bachelor of Arts in Biology, Minor in Environmental Studies** May 2016

St. Mary’s College of Maryland, St. Mary’s City, MD

**International Study Tour: Tropical Biology in Belize** Spring 2014

Semester-long course and 2-week field experience on tropical marine environments

**Student with an International Focus**

**INTERNATIONAL EXPERIENCE**

Semester Abroad, Madrid, Spain (Through Arcadia University) Fall 2014

* Developed fluency in written/spoken Spanish
* Gained awareness of global economic and political issues through courses on Spanish and culture
* Researched the evolution of gender roles in Spanish film

Intern, Voices on the Boarder, Washington DC Summer 2014

* Volunteered 30 hours/week at a non-profit that promotes just and sustainable development in El Salvador
* Researched Spanish news sources and wrote blog posts about current events and issues in El Salvador
* Gained knowledge of the social injustices occurring in El Salvador

Languages: Fluent in Italian; Basic knowledge of French

References

**ANDREW MARONEY**

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**REFERENCES**

**Regina Faden Ph.D.**   
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**Lois Riden**   
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**General Guidelines**

* Do NOT list “References Available Upon Request” on your resume, include a reference list instead
* List at least 3 professional references (always defer to the application instructions)
* Ask each person if they are willing to act as a positive reference for you
* Keep your references informed
  + Let your references know you are applying for positions and they may be contacted
  + Send an updated copy of your resume to your references when applying to new jobs
  + Update your reference list if you have not been in touch with someone in a prolonged period of time