



Resume Writing

HOW TO WRITE A RESUME: A QUICK-START GUIDE

Are you looking to quickly begin creating your resume? Here's a fast 'how-to' to help you get started! Below are some basic sections found on resumes, along with some helpful notes on each. First, there are **overarching themes for ALL resumes**:

- There are hundreds of resume templates. We recommend that you do **not** use a resume template, (however if you feel you must start with a template you can find a very basic resume template in the resources section of your Handshake account.)
 - o Don't use a resume template that you find in Canva, MS Office, or Google Docs. While they are colorful and pretty, they will not allow you to highlight YOUR individual experience and they can't be processed by the Applicant Tracking Systems (ATS) or systems that employers use to screen and sort resumes. You might wind up re-typing all of your information for each position. Simply open a blank document and begin creating your resume.
 - o These systems also can't read the back-end coding which results from switching back and forth between different word processing packages, pick one, MS Word or a Google Doc, and use that.
- Each section in your resume will be in Reverse Chronological Order. The most recent experience is listed first, then going backward in time as you go down the page within each experience section.
- The goal of your resume is to get you the interview.

Resume layout/ key design points:

The most important characteristic of a resume's layout is that it presents your credentials in a clear, easy-to-read manner. Here are some guidelines to help you create a well-designed, professional resume:

Should a resume be 1 or 2 pages?

It depends on your experience/major/industry

In general:

You should try to keep it to one page for positions in business, corporate, and legal settings.

You can have two pages if you have more than 5 years of experience in your field, or if you are applying for jobs in education, public service, or human or social services.

Jobs working for the Federal Government, Higher Education faculty positions, and positions in other countries each have their own very specific Resume/CV formatting, see the SC Career Center for specific individual information.

For all Resumes

Select a Font size between 11-12 for the bullets and 11-16 for the headings.

Margins should be between .5 and 1 inch all around.

Do *not* include your picture.

Everyone in the United States (including the ATS) reads left to right, top to bottom. You want the employer to see the most important information at the left of the page such as where you've worked or what your title was. Less important information, such as dates, can go on the right side of the page.

The text of your resume should be visibly balanced on the page; avoid leaving too much blank space.

Have consistent line spacing.

Write your dates consistently throughout the resume.

Spell out all acronyms or abbreviations unless they are commonly known in the field or are in the job description.

The resume should mirror the job description in tone, language, and tense. Use the jargon of your career field.

After sophomore year, you can eliminate high school experience.

Absolutely no spelling or grammar mistakes. Proofread!

(You can find and download [this template](#) in the Career Resources Section in your Handshake Account)

Name
Address (Optional)
Email
Phone Number
LinkedIn Address (if updated)

Objective: (optional) To obtain XXXXXX at XXXXXXXX organization which will allow me to utilize my XXXXXXXX

Education:

Springfield College, Springfield, MA

Bachelor of Science: Major

May 20XX

Minor: XXXXXX

GPA: 3.2+

Concentration: XXXXXX

Related Courses (separated with commas)

Intro. to Psychology,

Chemistry I & II w/ Labs.,

Athletic Training,

Social Problems,

Exercise Testing & Prescription,

Teaching and Learning,

Related Experience

Name of Current Organization/Employer, Town, State

Your Title (Start Date) Month/ Year – (End Date) Month/ Year

- First Bullet - Identify the who, what, where of your experience
- All other bullets, Action Verb, Purpose of your work, the scope, and what you produced or accomplished, Quantify your work and achievements where possible
- You may have several bullets, after the first bullet arrange them in order from most to least important

Name of Past Organization/Employer, Town, State (organized in each section, from most recent to furthest in the past)

Your Title (Start Date) Month/ Year – (End Date) Month/ Year

-
-

Additional Experience Sections (see list of Experience Sections for potential section titles)

Name of Organization/Employer, Town, State (organized in each section, from most recent to furthest in the past)

Your Title (Start Date) Month/ Year – (End Date) Month/ Year

-
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Additional Experience Sections (see list of Experience Sections for potential section titles)

Name of Organization/Employer, Town, State (organized in each section, from most recent to furthest in the past)

Your Title (Start Date) Month/ Year – (End Date) Month/ Year

-
-
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(You do not need to type "References Available upon Request", you will have a separate Reference Page)

BASIC RESUME SECTIONS:

Contact Information

- First and last name
- Pronouns (optional, if you'd like to include yours)
- Address (optional, if you want to include it)
- Phone number (including area code), be sure your voicemail is set up
- Email address
- LinkedIn profile link (optional, but great to include if it is updated)

Objective/Professional Summary - optional

An **objective** is typically a one-sentence fragment and tells the employer what position you are applying for at their company.

- Useful if you are applying for a specific job at a specific company

A **professional summary** is typically 2-3 sentence fragments that showcase your skill sets and what you have to offer the employer.

- Usually for someone very established in their career

Education

In this format:

Springfield College, Springfield, MA

Bachelor of Science: Major

Minor: (or Concentration) if you have one

Expected May 20XX

GPA: if #3.2 or higher

- If you are earning a graduate degree, it is listed above your bachelor's degree in a similar format; if you transferred to Springfield College, you can list your previous institution underneath Springfield College in the same format.

Relevant Coursework - optional

- You can include 3-9 courses that directly pertain to the position that you're applying for or that make you uniquely qualified. Be sure to separate them with commas.

**Business Management,
Business Analytics,**

**Business Communications,
Health Law,**

**Accounting I & II,
Public Health,**

Experience Sections are the largest part of your resume, you can have several sections that detail your experience, depending on the skill sets you are highlighting. The Experience Sections are ranked in order of importance. The Experience Sections that align most closely with your desired position are placed closer to the top of the page and decrease by how related they are as you go down the page. Within each Experience Section the positions are in reverse chronological order starting with the most recent position.

Common Experience Sections might include:

(Name of your Major) Experience:

Related Experience:

Work Experience:

Athletic Experience:

Co-Curricular Experience:

Leadership Experience:

Volunteer Experience:

Research Experience:

Intercultural Experience:

Professional Development Experience (including certifications)

Include any other category you want to use to build your personal brand.

Experience Section Formatting: Once you decide how you want to describe your Experience Section you want to create a strong appearance.

Include the name of the organization, city, and state

Your Title

Dates

John Hancock, Boston, MA

Software Engineering Summer Intern,

June 20XX - August 20XX

-
-

Bullets

Bullets are used to enhance each Experience Section. They are not full sentences. They are short descriptions of what you did. Start with an action verb that connects to a skill or competency. Focus on what you DID in your experience rather than what you learned. Use language from your prospective career field. They can all be in the past tense. You do not need periods at the end.

The First Bullet Template - Identify the who, what, where of your experience.

- Worked as part of the software engineering department, including roles in Global Segment, Global Data, Wealth & Asset Management, and Group Functions at a large financial services organization

Additional Bullets Template: you can have as many bullets as you need to discuss the transferrable skills you wish to highlight. They should be in order of importance.

- Start with strong action verbs (see the list on the last page of this guide)
- Purpose of your work, the scope, and what you produced or accomplished
- Quantify your work and achievements where possible

For Example: Original bullet

- **Assisted with database management**

Better Bullet:

- **Monitored and configured databases using JavaScript, Pivotal Cloud Foundry, and SQL Server to empower sales teams resulting in a 50% increase in speed of closing sales**

Start with strong action verbs

Purpose of your work, the scope

- **Monitored and configured** databases using JavaScript, Pivotal Cloud Foundry, and SQL Server to empower sales teams **resulting in a 50% increase in speed of closing sales**

What you produced or accomplished, quantify your work and achievements where possible

Put these together to create strong descriptions of each experience.

List these experiences from most recent to furthest in the past within each Experience Section.

John Hancock, Boston, MA

Software Engineering Summer Intern,

June 20XX – August 20XX

- Worked as part of the software engineering department, including roles in Global Segment, Global Data, Wealth & Asset Management, and Group Functions at a large financial services organization
- Monitored and configured databases using JavaScript, Pivotal Cloud Foundry, and SQL Server to empower sales teams resulting in a 50% increase in speed of closing sales
- Managed caseload of 50 individual departments
- Demonstrated strong customer service skills receiving five-star overall satisfaction rating

Other Possible Resume Sections:

Listed below are some additional sections that you may consider using in your resume, if applicable.

- Honors and Awards
- Projects
- Military Service
- Publications
- Certifications/Licensure
- Languages
- Computer Skills
- Laboratory Skills

Generative AI and ATS Systems

The Career Center, in tandem with the larger Springfield College community, is monitoring the exciting new developments in **Generative A/I**. These advances may have some very useful and practical implications for assisting with your career exploration and developing your career-related materials. Utilizing A/I to help you generate industry-specific buzz words, and develop appropriate wording, and formatting can help you enhance your career materials. However, employers are also well aware that these tools exist and when they are reviewing your application materials they are looking to get a sense of what YOU are like as a candidate. Over-reliance on generative A/I can create documents which are flawed, do not represent you well, and read to professional as if they are written by a computer. See the Career Center on how to use A/I to enhance rather than hinder your career.

Applicant Tracking Systems (ATS) are computer software programs that many employers use in the hiring process, they collect and sort resumes. Hiring managers can screen candidates by uploading information about the position, such as the job title, desired skills, and required experience. The ATS then uses that to create a profile for the ideal candidate. As applicants submit their resumes, the ATS parses, sorts, and ranks them based on how well they match the profile. The ATS systems look for specific keywords and uses a skill-parsing taxonomy to assess resumes and rank them. They look at your action verbs, keywords, titles, and dates of employment to create your skills. This is why it is important to create a resume that the ATS can read. ATS cannot read most resume templates, graphics, pictures, or versions of documents that have been moved back and forth between different word processing systems. You increase your chances of getting your resume through the ATS vetting process by following the advice and samples in this guide. Pay attention to your categories, action verbs, and punctuation.

Resume advice for navigating ATS

Use a simple font, layout, and design. Computers can't contextualize.

- Good fonts include: Times New Roman, Helvetica, Calibri, Arial, Tahoma, Garamond.

Do not put information in the Headers and Footers.

Use punctuation to separate information, ATS read left to right and will cram everything together into one long string of information.

For example, the columns for related coursework get transferred from:

Business Management, Business Communications, Accounting I & II,
to

Business ManagementBusiness CommunicationsAccounting I & II

Which the ATS can't understand. Use commas, colons, and standard punctuation to separate information.

ATS cannot read anything in templates or tables, logos, graphics, images, or text boxes.

The skills parsing attaches more weight to skills found in "Experience Sections", so instead of simply having a section which is a listing of skills, you would also want to demonstrate an experience or project where you used the skill.

If your experience is on a college campus, be sure to start the employer as a department rather than just the college. ATS will try to parse it as education, instead of experience.

For example:

Undergraduate Admissions Department, Springfield College, Springfield, MA

Student Ambassador

September 20XX – May 20XX

Key Word Optimization: the ATS is looking for specific keywords, they will also be the keywords found in the job description, so be sure they match.

Reference Page:

Do not write “References available upon request” on your resume. Most of the time, you will need to furnish a list of 3-5 references on a separate document that you can upload into the ATS or online application format. Be sure to ask your references if they are willing to be contacted to provide a reference for you and keep them informed about your job search. Below is a sample of how you can keep your references organized.

REFERENCES

Mr. John Johnson
Executive Director
YMCA of Lexington
111 Spruce Street
Lexington, KY 12345
(333) 555-4567
jjohnson@lexingtony.org

Dr. Joseph Daniels
Professor of Psychology
Springfield College
263 Alden Street
Springfield, MA 01109
(413) 555-1111
jdaniels@springfieldcollege.edu

Ms. Laura Lewis
Senior Accountant
Lewis Accounting Associates
222 Ocean Avenue
Wells, ME 34567
(207) 555-6789
lauralewis@gmail.com

NACE Competencies:

Based on research from the National Association for Colleges and Employers, these are the top 7 competencies employers seek when hiring students and recent graduates

Communication
Critical Thinking
Leadership
Teamwork

Equity & Inclusion
Professionalism
Technology

Consider integrating examples and keywords that highlight and demonstrate your abilities relating to these competencies in your resume.

The following pages include several sample resumes.

See the Career Center for industry-specific resume samples, information about federal resumes, curriculum vitae, international resumes, or alternative formatting for individuals who are transitioning between career fields.

Jane Firstyear (She/Her/Hers)

(413) 748-XXXX

jfirstyear@springfieldcollege.edu

Education:

Springfield College, Springfield, MA

Bachelor of Science: Psychology

May 20XX

Wethersfield High School, Wethersfield, CT

June 20XX

Related Coursework:

Springfield College – Intro. to Psychology, Social Psychology, Psychology of Disability

Wethersfield High School - A/P Psychology, Statistics, Intro. to Sociology

Employment Experience:

Panera Bread, Wethersfield, CT

July 20XX – present

Service Team Member

- Took and sourced orders to customers in drive-thru of a popular national fast-food chain
- Staffed the counter and drive-thru, providing excellent customer service resulting in being recognized as employee of the month three times

Donut Station, Wethersfield, CT

November 20XX - present

Waitstaff

- Provided top levels of customer service in a fast-paced breakfast quick-service restaurant
- Prepared food, specialty coffee, and smoothies
- Trained new staff members resulting in increased onboarding and employee retention
- Managed financial transactions and maintained clean environment

Co-curricular Involvement and Volunteer Experience:

Student Society for Bridging Diversity, Springfield College

September 20XX - present

Black Student Union, Springfield College

September 20XX - present

Gender and Sexuality Alliance, Springfield College

September 20XX - present

Varsity Women's Tennis Team, Springfield College

September 20XX - present

Humanics in Action Day, Springfield College

September 20XX

- Participated in day of service-learning/volunteering in the local community

Peer Mentor, Wethersfield High School

September 20XX - June 20XX

- Supported first-year students and served as a role model
- Participated in meetings and training activities

Tennis Team, Wethersfield High School

March 20XX - June 20XX

Environmental Club, Wethersfield High School

September 20XX - June 20XX

- Helped with school and community environmental issues including the Green Summit and the Neighbor-to-Neighbor Energy Challenge. The members also annually celebrate "Earth Day"
- Volunteered with club to participate in "Source to Sea Clean-up Day" initiatives with the Connecticut River Conservancy, removed 50 pounds of refuse in one day

National Honor Society, Inducted through Wethersfield High School Chapter

April 20XX - June 20XX

- Organized and ran a diaper drive to benefit the Diaper Bank of Connecticut
- Volunteered at Springfield College's New Student Orientation Day of Service
 - Staffed phone hotline for program with multiple service projects
 - Arranged logistics and problem-solved day-of issues for over 500 college students and site leaders engaged in service-learning initiatives in the greater Springfield community

August 20XX and 20XX

Field Hockey Team, Wethersfield High School

August 20XX - December 20XX

Patrick Assistant (He/Him/His or They/Them/Theirs)

123 Main Street
Springfield, MA 01109
(413) 222-3333
passistant@springfield.edu

OBJECTIVE: To obtain a clinical rotation in the Emergency Services Department at Mercy Medical Center.

EDUCATION:

Springfield College, Springfield, MA

Master of Science: Physician Assistant Studies

Bachelor of Science: Health Science / Pre-Physician Assistant

Minor: Business

May 20XX

May 20XX

GPA: 3.85

RELATED EXPERIENCE:

Patient Care Technician, Hartford Hospital, Hartford, CT

August 20XX – January 20XX

- Assisted in the care of critically ill patients at a 938-bed acute care teaching hospital
- Worked as part of the healthcare team to respond promptly to patient calls and requests for assistance
- Provided personal hygiene and fed patients who were unable to feed themselves
- Monitored and documented vital signs
- Observed, recorded, and reported patient's physical, mental, and emotional condition

One-to-One Companion, Saint Vincent's Hospital, New York, NY

May 20XX – July 20XX

- Provided supervision to patients requiring direct observation
- Maintained a safe environment for the delivery of excellent patient care

PHYSICIAN ASSISTANT SHADOWING EXPERIENCE:

New England Orthopedic Surgeons, Springfield, MA (20 hours)

Pioneer Spine and Sport Physicians, West Springfield, MA (8 hours)

Hartford Hospital, Hartford, CT (16 hours)

April 20XX - May 20XX

September 20XX

August 20XX

WORK EXPERIENCE:

Plan B Burger Bar, Springfield, MA

March 20XX-September 20XX

- Enhanced guest experience in an upscale dining venue
- Established a strong customer base by integrating my personality into the overall experience resulting in repeat business

VOLUNTEER EXPERIENCE:

Pride Pantry, Volunteer, Springfield College

October 20XX – May 20XX

- Managed an on-campus food pantry to help students avoid food insecurity, stocked shelves, provided on-site customer service
- Utilized Excel spreadsheets to track the Swipe Out Hunger Program, allowing students to donate meal card swipes to peers

Together Campaign, Volunteer Spring Break Trip, Springfield College

May 20XX-May 20XX

- Chaired the 20XX Alternative Spring Break Trip to aid children in Antigua, Guatemala through service projects, fundraising, and donations
- Shaped the foundation of the trip by introducing strong inter-cultural communication skills
- Developed curriculum that would strengthen the philosophy of community service to the students of Springfield College

JOHN OPERATIONS

XXXX Main Street, Boston, MA XXXXX

Joperations3@springfield.edu

(413) 555 -5555

www.linkedin.com/in/joperations

OBJECTIVE: To obtain the Facility Operations Intern position # XXXXXX at Gillette Stadium for Summer 20XX

EDUCATION:

Springfield College, Springfield, MA

Bachelor of Science: Sport Management

May 20XX

Minor: Business Management

Edinburgh Napier University, Edinburgh, Scotland (Study Abroad),

Spring Semester 20XX

- Attended lecture by Chief Executive of the Glasgow 20XX Commonwealth Games: David Greenberg
 - Traveled throughout Europe visiting professional and community-based sports venues and compared similarities and differences to American stadiums for Facilities Management class
-

SPORT MANAGEMENT EXPERIENCE:

Operations Intern, CT Sports Management Group, New Britain, CT,

June 20XX-July 201XX

- Collaborated with other interns to manage the set-up and breakdown of sporting events including figure skating, softball, archery, baseball, rugby, and judo
- Worked the Nutmeg State Games in event management including registration, scoring, supervising fan decorum, assisting with rules disputes, and communicating schedule changes to coaches

Operations Intern, DC United, Washington, DC,

January 20XX-May 20XX

- Managed set-up and break-down of training field for first team as well as maintained the training fields for first team and academy teams; kept area cleaned and well maintained
- Assisted Equipment Manager and Team Administrator in occasional first-team tasks including setting up new goals on training field, and depositing player paychecks
- Kept maintenance log tracking daily, weekly, and monthly tasks necessary to keep locker rooms and office areas clean
- Worked with staff to manage game day operations resulting in increased efficiency of operational tasks before, during, and after home matches at RFK Stadium

Intramural Official, Campus Recreation, Springfield College, Springfield, MA,

May 20XX-December 20XX

- Officiated intramural events including softball, flag football, indoor and outdoor soccer, floor hockey, and basketball
- Supervised participant behavior before, during, and after events to ensure fair play and safety
- Selected by Director of Intramurals to be a Field Supervisor for 20XX NIRSA Regional Flag Football Tournament hosted by Springfield College

Head Intern for Director of Game Day Operations

Division II Elite 8 Men's Basketball Tournament, Springfield, MA,

January 20XX-April 20XX

- Planned youth clinic for 100 children before Division II All Star game at Basketball Hall of Fame
- Worked alongside Director of Game Day Operations and Head Basketball Coach to ensure smooth operation of clinic
- Scheduled color guard, anthem singers, ball boys, and other volunteers for event
- Supervised player bench areas to ensure cleanliness

Event Management Staff, Recreation Department, Springfield College, Springfield, MA, January 20XX-May 20XX

- Worked multiple athletic events as part of Event Management and Promotions class at a small private college
- Served as ball boy, usher, scoreboard operator, and public address announcer
- Assisted with set-up and break down of fields and courts

Destiny Strength

(413) 555-5555

DStrenght7@springfieldcollege.edu

Education

Springfield College, Springfield, MA
Bachelor of Science: Applied Exercise Science
Minor: Nutrition
GPA: 3.59, Dean's List

May 20XX

Related Coursework

Strength and Conditioning w/Lab,
Physics for Movement Science w/Lab,
Personal Training,

Management of Health/Fitness Programs,
Sports Nutrition,
Exercise Testing and Prescription for Special Populations,

Related Experience

Varsity Weight Room, University of Massachusetts, Amherst, MA

Strength & Conditioning Intern

Spring 20XX

- Assisted Strength Coaches, implementing strength programs for teams and individual athletes resulting in increases in individual speed and agility
- Designed a twelve-week strength, agility, plyometrics, and speed program for Division I collegiate-level football, baseball, and basketball athletes
- Provided support for injured athletes and implemented modified routines based on individual rehabilitation progress
- Maintained constant communication with coaches, athletic trainers, and other athletic staff teams' performance and improvement
- Organized meetings and special events for sport-specific programs, including meeting with on-campus organizations to promote athletic programs

Powerhouse Training, East Longmeadow, MA

Exercise Science Intern

Fall 20XX

- Provided one-on-one training for three athletes per day private gym facility
- Facilitated group training sessions for up to eight athletes at a time, focusing on strength and conditioning
- Maintained the weight room and facility to ensure a safe clean space
- Enforced COVID-19 protocols in terms of masking, social distancing, and respecting other athletes' boundaries to keep athletes, coaches, and staff safe

East Longmeadow Recreation Department, East Longmeadow, MA

Assistant Football Coach

Fall 20XX-Spring 20XX

- Coached 23 youth football players playing in a community recreation league
- Facilitated two practices per week and coached during one game per week
- Designed drills to help players hone skills in defensive and offensive positions
- Provided mentorship and built positive rapport with players by utilizing active listening and communication skills

Research Experience

Department of Applied Exercise Science, Springfield College, Springfield, MA

Research Assistant, EMG Study

Fall 20XX

- Assisted in research pertaining to Electromyography (EMG) to better understand problems with nerve-to-muscle signal transmission in collegiate-level athletes
- Conducted protocol development for attaining quantitative and qualitative data via in-person and Zoom interviews with participants
- Attained, compiled, and analyzed data to determine outcomes and present to lead researchers

Research Assistant, Bone Health Study

May 20XX-December 20XX

- Assisted in research designed to look at the effects of a vegan diet on an athlete's bone density and overall bone health
- Collected and analyzed quantitative data about study and presented findings to head researcher

Certifications and Professional Development Experience

American College of Sports Medicine (ACSM)

September 20XX

The National Strength and Conditioning Association (NSCA)

September 20XX

Olympic Weight Lifting Movement, Volunteer, Springfield College

October 20XX & 20XX

AAAI/ISMA Certified Personal Trainer

August 20XX

American Red Cross, CPR & AED,

June 20XX

Work Experience

Coughlin's Restaurant, Server, East Longmeadow, MA

April 20XX-August 20XX

Springfield College, Media Services Department, Springfield, MA

May 20XX-April 20XX

AA Landscaping, Grounds Maintenance, East Longmeadow, MA

June 20XX-August 20XX

Co-Curricular, Athletic, and Volunteer Experience

Springfield College, Springfield, MA

Partner's Program

October 20XX-May 20XX

- Served as a tutor and role model to diverse urban children ages 7- 14
- Ran education and social activities on campus to increase college awareness

Exercise Science Club, Member

September 20XX-May 20XX

Springfield College, Varsity Football, Member

September 20XX-May 20XX

- Academic All-American 20XX
- NEWMAC Offensive Player of the Year 20XX
- Assisted with recruiting, serving as a host and speaker with potential new recruits and their families 20XX
- Be the Match Program 20XX
 - Volunteered in a bone marrow drive
- St Baldrick Foundation 20XX
 - Volunteered for a program to end childhood cancer
 - Signed 7-year-old battling cancer as honorary "Team Member"

Colin Sellers
(413) XXX-XXXX
Csellers@springfieldcollege.edu
www.linkedin.com/in/csellers

Education:

Springfield College, Springfield, MA
Bachelor of Science: Business Management
Minor: Marketing

May 20XX
GPA: 3.53

Sales and Marketing Experience:

Conversant Communications, Springfield, MA

Account Representative

May 20XX - Present

Sales Intern

January 20XX - May 20XX

- Successfully developed new business customers through inside/phone sales, setting appointments, and closing accounts via outside/personal sales in the business-to-business (B2B) department of regional communications company
- Conducted tailored presentations using Canva, Prezi, and Zoho Show, demonstrating company value and savings to business customers
- Assessed customer needs, provided product suggestions, and calculated savings to maximize client satisfaction
- Maintained relationships with existing customers for referral programs and upselling
- Ensured extraordinary levels of customer service through troubleshooting and organizing repair efforts, resulting in a 4.75-star customer service rating
- Contributed to the selection and training of new hires through in-field ride testing and training
- Thrived in a high-pressure, competitive, goal-oriented cross-functional environment, consistently meeting and exceeding quotas and resulting in being hired into a full-time position
- Worked closely with management to report weekly and monthly sales forecasts
- Generate new leads using Salesforce and Pipeliner CRM, prospected and cold-called potential clients with a 25% conversion rate

Defiant Skateboards, East Longmeadow, MA

Marketing Research Project

September 20XX - January 20XX

- Led a team of fellow students, delegated tasks, and met project deadlines in a company simulation exercise designed to create and modify multi-faceted marketing plan over the course of a semester
- Worked closely with actual entrepreneurs to set and attain their marketing goals
- Generated marketing plan, timelines, content, and posing schedules for organization's social media; Facebook, Instagram, and LinkedIn
- Created promotional media in a PowerPoint presentation for start-up capital submissions to investors, presented finished projects to actual investors and peers in an open forum for evaluation, and was rated as top plan in the class

Leadership and Co-Curricular Experience:

Varsity Track and Field, Springfield College

September 20XX – May 20XX

Student Ambassador, Department of Admission, Springfield College

January 20XX – January 20XX

- Served as a primary point of contact for prospective student and their families
- Gave tours and worked to develop relationships to increase enrollment

New Student Orientation Leader, Springfield College

August 20XX – May 20XX

- Selected to mentor and serve a role model for a group of 20 incoming first-year students during a three full-day required, residential orientation program designed to acclimate new students to campus life
- Facilitated educational and social groups and activities, remained a point of contact for each student throughout their first year, to increase sense of belonging and aid in retention

Intramural Basketball

January 20XX- May 20XX

Business Club

January 20XX- May 20XX

Tamika S. Worker (She/Her/Hers)

(555) [555-5555](tel:555-5555) | TWorker@springfieldcollege.edu | 123 Main Street, East Hartford, CT 06108

LinkedIn: www.linkedin.com/in/TWorker

EDUCATION

Springfield College, Springfield, MA

May 20XX

Master of *Social Work (MSW)*; *National Honor Society*

Administrative Project: Enhancing Staff Retention Rates of DMHAS Community Team Members

Central Connecticut State University, New Britain, CT

May 20XX

Bachelor of Arts: *Sociology*, Minor: *Psychological Science*

Senior Thesis: Urban Education and the Achievement Gap: Support-Relationships

SOCIAL WORK EXPERIENCE

Behavioral Health Network, Springfield, MA

Outpatient Clinic Intern

September 20XX - May 20XX

- Developed client-centered treatment plans with specific goals and objectives and counseled clients for a comprehensive behavioral health service agency
- Counseled adults, providing trauma-informed care and utilizing CBT and DBT with children, and families on an outpatient basis
- Responded to emergencies and provided crisis support
- Utilized Carelogic to update assessments, progress notes, and document clinical actions
- Performed comprehensive diagnostic assessments and diagnosed individuals according to criteria found in the DSM-V

Department of Mental Health and Addiction Services (DMHAS), Hartford, CT

Social Work Intern; Office of the Commissioner

September 20XX- May 20XX

- Participated in mobile crisis learning collaboratives and conducted qualitative research for DMHAS to intentionally promote the overall health and wellness of persons with behavioral health needs through a network of statewide services that foster dignity, respect, and self-sufficiency
- Led administrative project on staff retention and satisfaction
- Analyzed feedback and presented recommendations to team leaders and staff
- Facilitated psycho-educational groups and advocated for clients' needs
- Collaborated with interdisciplinary team to improve service delivery

RELATED EXPERIENCE

The Bridge Family Center, West Hartford, CT

Family Life Coach; Quality Parenting Center

January 20XX-April 20XX

- Provided case management and supervised visits of families with children ages birth-12, who are going through pending open DCF cases in a residential center
- Interacted with families during the visits, guiding proper engagement and communications with children dependent on the development level
- Completed an assessment with each family to develop overall goals precipitating child removal, current family circumstances, the strengths and needs of the family, and create or refine DCF Visitation Plan

T.S.Worker Page 2.

The Children's Center, Springfield, MA

Early Childhood Consultant

June 2016 – August 2018

- Collaborated with teachers, directors, and caregivers to develop and implement social-emotional strategies for at-risk preschoolers in a diverse urban preschool facility
- Supported and made ongoing recommendations to advocate for additional resources within the community
- Generated, maintained, and triaged an active caseload of families and children
- Conducted outreach and community training in the areas of mental health and child development

TRIO Program; Central Connecticut State University (CCSU), New Britain, CT

Student Intern

January 20XX – June 20XX

- Collaborated with faculty of "Man-Up Program", part of the TRIO Program at CCSU, creating a positive supportive environment for boys from diverse cultural backgrounds in a program designed to identify and provide services for individuals from disadvantaged backgrounds
- Facilitated group activities to work through various situations young boys may be facing and increase coping strategies and college preparation skills
- Observed and evaluated the effectiveness of Man-up program intentions versus outcomes
- Worked one-on-one tutoring five students on Algebra content
- Created a positive learning environment, incorporating interactive group-based learning

PROFESSIONAL DEVELOPMENT EXPERIENCE

National Association of Social Workers

April 20XX - Present

NASW Trainings:

- Case Management
- Child Abuse/Family Violence
- Addictions/Substance Abuse

Department of Mental Health and Addiction Services

September 20XX – May 20XX

DMHAS Team Training:

- SOAP NOTE Training
- Aggression Replacement Therapy
- Motivation Enhancement Therapy Part One and Two
- Critical Issue in the Treatment of Anger Part One and Two
- Cognitive Restructuring / Cognitive Skill Building
- Case Management and Documentation
- Basic training in Eye Movement Desensitization
- Basic training in Reprocessing (EMDR) and EMD RTEP

ACTION VERBS

<p>Management Skills administered analyzed assigned attained chaired contracted coordinated delegated developed directed evaluated improved increased organized oversaw planned prioritized produced reviewed scheduled strengthened</p> <p>Technical Skills assembled built computed designed devised engineered fabricated maintained operated overhauled programmed remodeled solved upgraded</p>	<p>Research Skills clarified collected critiqued diagnosed evaluated examined extracted identified inspected interviewed investigated organized reviewed summarized surveyed systematized</p> <p>Communication Skills addressed arbitrated arranged authored collaborated convinced corresponded developed directed drafted edited formulated influenced interpreted lectured mediated negotiated persuaded promoted publicized reconciled recruited spoke translated wrote</p>	<p>Creative Skills conceptualized created customized designed developed directed established fashioned founded illustrated initiated instituted integrated introduced invented originated performed planned revitalized shaped</p> <p>Helping Skills assessed assisted clarified coached counseled demonstrated diagnosed educated expedited facilitated familiarized guided motivated referred rehabilitated represented</p>	<p>Organizational Skills approved arranged cataloged classified collated collected compiled dispatched executed generated implemented inspected monitored operated organized prepared processed purchased recorded retrieved screened specified systematized tabulated</p> <p>Financial Skills administered allocated analyzed appraised audited budgeted calculated computed developed forecasted managed marketed planned projected researched</p>	<p>Teaching Skills adapted advised clarified coached communicated coordinated demystified developed enabled encouraged evaluated explained facilitated guided informed instructed persuaded set goals stimulated trained motivated</p> <p>More Verbs achieved expanded improved pioneered reduced (losses) resolved (problems) restored spearheaded transformed</p>
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