RESUME & COVER LETTER TIPS FOR PhD STUDENTS

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Introduction

Earning a doctorate requires an immense amount of effort, as does articulating the skills and strengths that you've honed through your tenure as a PhD student. We hope that this booklet can serve as a reference guide to help you reflect on, and review, your experiences while also providing you with a framework to market your skills tangibly.

The overall aim of this booklet is to arm you with relevant resources and information that will enhance your ability to articulate your assets and experiences in pursuit of non-academic jobs. However, some of the concepts discussed can be used for both academic and non-academic job searches (e.g. "parallel planning and job searching").

In this booklet, you will find: a) brief introductions that explain various application materials, b) reflection tools that can help you form words to articulate your experience and brainstorm, c) examples of application materials, and d) core competencies from the National Association of Colleges & Employers (NACE) and the Rackham Graduate School.

We hope that you find this helpful. If you have any questions, feel free to contact us at the University Career Center at careercenter.umich.edu.

The Resume: Quick Tips and Tricks

The resume is a document that is used to provide a snapshot or brief introduction of your education, experience, and skills. The purpose of the document is not to provide your "life story," and thus it should be kept as concise as possible.

Tips for Formatting a Resume
- We recommend that you try to limit your resume to 1 - 2 pages, however acceptable page length differs according to the individual industry. If you have a substantial amount of experience before your PhD program, then you may be able to argue for the appropriateness of a resume that is longer than a page.
    - Why is this important?: Recruiters tend to take a small amount of time in reviewing resumes, and most have a large amount of applications to review. The goal is to make the process of reviewing your application materials easier.

- We recommend that you use as much space (i.e. "white space") on your page as possible. You can widen your margins to .5 inches to take advantage of the space on your paper.
    - Why is this important?: By using as much white space as possible, you allow yourself to fully use the page to capture as much of your experience as possible The document also tends to be easier to read.

- Font does not matter, however standard type fonts are: Times New Roman, Arial, and Calibri.

- Use the 3 C's Method
    - Be **clear** in your content and bullet points.
    - Be **concise** in your content, bullet points, and format.
    - Be **consistent** in your content and formatting.
- What does **NOT** need to be included in your resume, according to law
    - Age
    - Sex and/or Gender
    - Sexuality
    - Citizenship Status, Immigration Status, or Work Authorization
    - Racial-Ethnic Background
    - Religion

Questions to Consider When Developing Your Resume
- What are the skills needed for the opportunity that I'm applying for?
- What do I want reviewers to know about me?
- What experiences am I most proud of?

The Resume: Quick Tips and Tricks

How Does the Resume Differ From a Curriculum Vitae (C.V.)?
A resume is one of the primary application materials that is used for industry jobs, however a C.V. is primarily used for academic jobs (e.g., professor/lecturer positions) and research-related jobs (e.g., post-doc positions). C.V.s often do not have page limits, in comparison to resumes.

What Makes a Resume Effective?
- Legible, easy to skim
  - (Many employers take less than 30 seconds to read each resume)
- Targeted to job posting and employer needs
- Descriptive bullets focused on proving skills
- Quantifying when possible

Resume vs. CV Content & Concepts

	Curriculum Vitae (C.V.)	**Resume**
Audience	Academic	Non-Academic & Industry
Objective	Demonstrate Depth of Knowledge & Contribution to a Field	Demonstrate Fit for a Job; Get an Interview
Length	As long as needed	1 - 2 Pages
Contents	Contains Everything (classes taught, presentations, publications, work experience, and articles and book chapters).	Contains Highlights of your experience that are most important to the position.
Organization & Focus	List-Focused	Achievement-Focused

Adapted from: Bowling Green State University (BGSU) Career Center Presentation March 30, 2017

The Bullet Plus Format

Students and alumni of all education levels often come into the University Career Center with questions on how to strengthen their resume and catch the eye of employers or application material reviewers.

We find that one of the easiest ways to improve your content is to focus on bullet points and how you're describing your experiences.

Below you, you can find what we call our Bullet Plus model. Using Bullet Plus, one can take a simple description, such as "Conducted a literature review" (action verb + what) to the next level to " Conducted a literature review to provide recommendations for research methodology" (action verb + what + why). In this model, the how/why/impact is the heart of your description and can truly accentuate how you describe your experience.

Action Verb   +   What   +   [how, why, OR impact]

Here are a few examples of Bullet Plus with how/why/impact below:
 • Instead of: Analyzed consumer data
 • Try this: Analyzed descriptive and consumer data with univariate and multivariate techniques to explain consumers' evaluations of clients' products from a sensory perspective. **(WHY)**

 • Instead of: Taught 3 undergraduate classes

 • Try this: Taught 3 Victorian literature lectures by utilizing flipped classroom pedagogy to enhance student engagement **(HOW)**

 • Instead of: Developed vibration resistant material based on artificial tooth enamel

 • Try this: Developed vibration resistant material based on artificial tooth enamel with potential impacts in aerospace and automotive applications. **(IMPACT)**

Tips for using Bullet Plus:

 • It's not about bragging/upselling; it's more about showcasing what you're proud of
 • It's about focusing less on the tasks and more on the **skills** or **experiences** that will matter most to the employer
 • Ask yourself:
    • What challenges have I have overcome? What problems have I solved?
    • What is the audience looking for?

In the following pages, you can find a useful template that you can type on or print out to practice Bullet Plus and examples of action verbs that can be used to build strong bullet points. '

BULLET PLUS FORMULA:
Verb + What/Who + HOW or WHY or IMPACT

Verb	+	*What/Who*	+	*HOW*	*or*	*WHY*	*or*	*IMPACT*

Verb	+	*What/Who*	+	*HOW*	*or*	*WHY*	*or*	*IMPACT*

Verb	+	*What/Who*	+	*HOW*	*or*	*WHY*	*or*	*IMPACT*

MANAGEMENT/ LEADERSHIP SKILLS

administered
analyzed
appointed
approved
assigned
attained
authorized
chaired
considered
consolidated
contracted
controlled
converted
coordinated
decided
delegated
developed
directed
eliminated
emphasized
enforced
enhanced
established
executed
generated
handled
headed
hired
hosted
improved
incorporated
increased
initiated
inspected
instituted
led
managed
merged
motivated
organized
originated
overhauled
oversaw
planned
presided
prioritized
produced
recommended
reorganized
replaced
restored
reviewed
scheduled
streamlined
strengthened
supervised
terminated

COMMUNICATION/ PEOPLE SKILLS

addressed
advertised
arbitrated
arranged
articulated
authored
clarified
collaborated
communicated
composed
condensed
conferred
consulted
contacted
conveyed
convinced
corresponded
debated
defined
described
developed
directed
discussed
drafted
edited
elicited
enlisted
explained
expressed
formulated
furnished
incorporated
influenced
interacted
interpreted
interviewed
involved
joined
judged
lectured
listened
marketed
mediated
moderated
negotiated
observed
outlined
participated
persuaded
presented
promoted
proposed
publicized
reconciled
recruited
referred
reinforced

reported
resolved
responded
solicited
specified
spoke
suggested
summarized
synthesized
translated
wrote

RESEARCH SKILLS

analyzed
clarified
collected
compared
conducted
critiqued
detected
determined
diagnosed
evaluated
examined
experimented
explored
extracted
formulated
gathered
identified
inspected
interpreted
interviewed
invented
investigated
located
measured
organized
researched
searched
solved
summarized
surveyed
systematized
tested

TECHNICAL SKILLS

adapted
assembled
built
calculated
computed
conserved
constructed
converted
debugged
designed

determined
developed
engineered
fabricated
fortified
installed
maintained
operated
overhauled
printed
programmed
rectified
regulated
remodeled
repaired
replaced
restored
solved
specialized
standardized
studied
upgraded
utilized

TEACHING SKILLS

adapted
advised
clarified
coached
communicated
conducted
coordinated
critiqued
developed
enabled
encouraged
evaluated
explained
facilitated
focused
guided
individualized
informed
instilled
instructed
motivated
persuaded
set goals
simulated
stimulated
taught
tested
trained
transmitted
tutored

FINANCIAL/DATA SKILLS

administered
adjusted
allocated
analyzed
appraised
assessed
audited
balanced
calculated
computed
conserved
corrected
determined
developed
estimated
forecasted
managed
marketed
measured
planned
programmed
projected
reconciled
reduced
researched
retrieved

CREATIVE SKILLS

acted
adapted
began
combined
conceptualized
condensed
created
customized
designed
developed
directed
displayed
drew
entertained
established
fashioned
formulated
founded
illustrated
initiated
instituted
integrated
introduced
invented
modeled
modified
originated
performed
photographed
planned
revised
revitalized
shaped
solved

HELPING SKILLS

adapted
advocated
aided
answered
arranged
assessed
assisted
cared for
clarified
coached
collaborated
contributed
cooperated
counseled
demonstrated
diagnosed
educated
encouraged
ensured
expedited
facilitated
familiarize
furthered
guided
helped
insured
intervened
motivated
provided
referred
rehabilitated
presented
resolved
simplified
supplied
supported
volunteered

ORGANIZATION/DETAIL SKILLS

approved
arranged
cataloged
categorized
charted
classified
coded
collected
compiled
corresponded
distributed
executed
filed
generated
implemented
incorporated
inspected
logged
maintained
monitored
obtained
operated
ordered
organized
prepared
processed
provided
purchased
recorded

registered
reserved
responded
reviewed
routed
scheduled
screened
set up
submitted
supplied
standardized
systematized
updated
validated
verified

ACHIEVEMENTS

achieved
completed
expanded
exceeded
improved
pioneered
reduced (losses)
resolved (issues)
restored
spearheaded
succeeded
surpassed
transformed
won

READY TO WRITE A "BULLET PLUS"?

The bullet plus is WHAT you did PLUS:
- HOW you performed your duties.
- WHY the task was important or
- The IMPACT of the task within the organization

EXAMPLES?

Basic bullet:
- Enhanced interpersonal skills.
Bullet PLUS:
  - Enhanced interpersonal skills by facilitating cross-cultural conversations with Malawian teens and community members. (how)

Basic bullet:
- Created real interest monitoring tool.
Bullet PLUS:
  - Created real interest monitoring tool to study the effect of rate changes on foreign exchange levels. (why)

Basic bullet:
-Directed actors in productions.
Bullet PLUS:
  -Directed 5-10 student actors and managed technical team in both short and full-length productions attracting audiences of 100+. (impact)

WANT SOME HELP GETTING STARTED?

-List 3 skills you want to highlight (e.g., writing, leadership, attention to detail).
-What are 2-3 experiences that demonstrate each skill (think broadly: classes, volunteer positions, internships, jobs)?
-What did you do in each of the experiences? How did you use the skill?

Example of a CV

Anita Job

437 Broadway, New York, NY. 10027| 212-555-5555 anitaj@umich.edu

Highlights

- 8 years of experience in energy research, in particular, green energy and solar organic materials photophysics
- Proven ability to manage and lead multiple projects while producing excellent results
- Developing standard operating procedures (SOP) and design of experiments (DOE)
- Outstanding written and verbal communication demonstrated by publications and awards from professional talks
- Working research collaborations, cross-functional teams, and mentoring of graduate and undergraduate students
- Ability to learn quickly and adapt to new project requirements, and willingness to help out wherever needed
- Analysis and modeling of complex photophysical processes of polymeric materials for solar applications
- Ability to articulate complex concepts into language that can be easily digested by people of diverse knowledge sets
- Maintained and conducted experiments using ultrafast femtosecond laser systems for solar energy research

EDUCATION

University of Michigan, Ann Arbor, MI
Ph.D. Macromolecular Science and Engineering   Dec. 2017
Thesis:
Advisor:

University of Michigan, Ann Arbor, MI
M.S. Macromolecular Science and Engineering   2014

University of Michigan, Ann Arbor, MI
B.S. Concentration in Chemistry   2012

LEADERSHIP

Vice President of the ACS Poly/PMSE Student Chapter, University of Michigan   2015 – 2016
- Increased funding for chapter by a factor of 30
- Rewrote Chapter guidelines and established new committees
- Established outreach programs across the state of Michigan
- Spearheaded recruitment of new students to the program and chapter
- Organized and recruited leading scientists and professors to hold seminars at U of M

Social Chair of the ACS Poly/PMSE Student Chapter, University of Michigan   2013 – 2015
- Secured a dedicated budget for bimonthly social events
- Developed and organized social events for better group cohesion which opened up avenues for cross functional dialogue.
- Increased participation by introducing cultural themed events for diverse student body

RESEARCH EXPERIENCE

University of Michigan- Farnsworth Bentley III, PhD, Richard Gere Associate Professor of Chemistry   2013– Current
- Utilization of ultrafast spectroscopy for investigating solar properties of organic conjugated light harvesting materials
- Identified fundamental loss mechanisms that affect device solar harvesting and developed new design schemes to decrease loss mechanisms
- Utilization of quantum mechanical calculations using DFT and TDDFT using B3LYP and wB97-D functionals to elucidate energy transport properties
- Coded Labview program to interface computer with detector of new experimental setup using G.
- Experienced in troubleshooting nonlinear optics, class IV lasers, and analytical instrumentation

Beijing University, China- Yunfei Mao, PhD, Associate Professor, Dept. of Chemistry   2009
- Synthesis of solar harvesting polymers using click chemistry copper-free cycloaddition of alkyne and azide at room temperature, obtained high yields and regioselectivity
- Identification of alternate pathways for multistep reaction, resulting in higher yields
- Crystallization optimization of polymers resulting in highly packed regular crystal lattices

University of Michigan- Marc Johnson, PhD, Assistant Professor, Dept. of Chemistry   2009
- Synthesis of metallic catalysts for kinetic studies of carbene metathesis resulting in increased reaction rates
- NMR identification of reaction intermediates and products, successfully synthesized catalyst with high yield
- Synthesis under anaerobic conditions, successfully mediating a ligand exchange
- Analytical and synthetic laboratory techniques – TLC, melting point analysis, Schlenk line, glove box, and instrumentation (NMR, FT-IR, UV-Vis, and fluorimeter)

PUBLICATIONS

Ultrafast Spectroscopic Study of Donor–Acceptor Benzodithiophene Light Harvesting Organic Conjugated Polymers
> **Job, A**.; McLean, A.; Kim, B.-G.; Chung, K.; Kim, J.; Goodson III, T. Ultrafast Spectroscopic Study of Donor–Acceptor Benzodithiophene Light Harvesting Organic Conjugated Polymers. *J. Phys. Chem. C*, **2016**, *120*, 9088-9096.

The Role of Donor Conjugation Length on the Ultrafast Dynamics in Donor-Acceptor Light Harvesting Conjugated Polymers
> **Job, A**.; Kim, H. J.; Cai, Z.; Eshun, A.; Yu, L..; Goodson III, T. Multi-Electron The Role of Donor Conjgation Length on the Excitonic Dynamics in Donor-Acceptor Light Harvesting Conjugated Polymers. **2017**. *Manuscript in preparation*

Two-Photon Absorption Enhancement Parallels Intramolecular Charge Transfer Efficiency in Quadrupolar Versus Dipolar Cationic Chromophores Ricci, F.; Carlotti, B.; **Job, A**.; Bonaccorso, C.; Fortuna, C. G.; Goodson III, T.; Elisei F.; Spalletti, A. Two-Photon Absorption Enhancement Parallels Intramolecular Charge Transfer Efficiency in Quadrupolar Versus Dipolar Cationic Chromophores. *J. Phys. Chem. C*, **2017**, *121*, pp 3987–4001.

Synthesis of Fully Conjugated A-D-A Ladder Type Molecules and Their Electronic and Optical Properties
> Cai, Z.; Zhao, D.; Vázquez, R. J.; Li, L.; Lo, W.; Zhang, N.; **Job, A**; Abeyasinghe, N.; Banaszac-Holl, H.; Wu, Q.; Chen, W.; Goodson III, T.; Yu. L. Synthesis of Fully Conjugated A-D-A Ladder Type Molecules and Their Electronic and Optical Properties. **2017**. *In Review*.

Multi-Electron Transfer via Photo-Excited Quinoidal Bithiophene to Anthrquinone
> Kim, H. J.; **Job, A**.; Zimmerman, P.; Goodson III, T. Multi-Electron Transfer via Photo-Excited Quinoidal Bithiophene to Anthrquinone. **2017**. *Manuscript in preparation*.

AWARDS, HONORS, & EXTRACURRICULARS
- Rackham Merit Fellowship, University of Michigan   2013-Current
- PINO: Excellence in Engineering Research 3rd Place   2014
- Vice President of the ACS Poly/PMSE Student Chapter, University of Michigan   2015 – 2016
- Social Chair of the ACS Poly/PSME Student Chapter, University of Michigan   2013 – 2015
- REU Fellowship at UM-PKU Joint Institute-Funded by the National Science Foundation,   2009
- Camille & Henry Dreyfus Foundation, and Pfizer China

PROFESSIONAL AFFILIATIONS
American Chemical Society (National)   2014-Current
American Chemical Society (National), Polymeric Materials Science & Engineering   2014-Current

Commentary on the CV Example

Initial Comments

The curriculum vitae above has many standard features expected of any C.V. First, you'll notice that the PhD student starts off by discussing highlights of their experience. This is something that is not required in either a C.V or resume. A Highlights section is neither right nor wrong. However, we recommend that you focus more on discussing your experiences within the bullet points and making good use of the space that you have within the document. You'll also notice that within the C.V., ther r PhD student's name is in bold in presentations. We highly recommend that you do this so that your name stands out within the document. Sections included are Leadership, Research, Publications, Honors, and Professional Affiliations.

Format & Consistency

Overall, the formatting within the document is easy to follow and appears to be consistent in how the student lists their sections and experiences (where they were placed for leadership or research). However, one thing that can be improved upon is how the dates are aligned within the document. We recommend that dates be flushed to the right to make good use of space and to appear orderly. You'll notice that dates are very disorganized, and this is something that appears sloppy to a reviewer.

Content, Clarity, and Conciseness

Overall, the content is what needs to be improved the most within the document. This C.V. is full of industry-related jargon that most professionals outside of engineering and STEM would not understand. And it is easy to see that many of the bullet points are not in bullet plus format. Remember, in bullet plus, we have the verb + who/what + how/why/or impact. I have found one example in the C.V. (shown below) that is a great demonstration of bullet plus. In this example, you see that the description is both clear and concise.

"Developed and organized social events for better group cohesion which opened up avenues for cross functional dialogue."

Additionally, you'll find at the bottom of the C.V. that Awards, Honors, and Extracurriculars are listed with no description. We recommend that when listing any experiences, it helps to give context. Just listing things does not add any value. Here are some things to think about when describing Honors and Awards:
- Was there a stipend involved?
- How did you get selected for this honor or award (excellence in research, teaching, or practice)

Concluding Comments

Overall, the C.V. is off to a good start. The major strength is the formatting, but the content is something that can be improved. One additional thing that can be included are skills. A Skills section can include: programming or software skills (including statistical software), and languages.

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EDUCATION	**UNIVERSITY OF MICHIGAN**	**ANN ARBOR, MI**

Ph.D. in Electrical Engineering, Anticipated December 2017
M.S. in Electrical Engineering, May 2015, GPA: 3.90/4.00
- Specialization: Optics
- Certificate: Science, Technology, & Public Policy

MICHIGAN TECHNOLOGICAL UNIVERSITY
B.S. in Electrical Engineering, May 2012, GPA: 4.0/4.0
Concentration: Photonics
Minors: Spanish, Enterprise

EXPERIENCE **2012 - PRESENT**	GRADUATE RESEARCH ASSISTANT, UNIV. OF MICHIGAN	**ANN ARBOR, MI**

Dependence of Radiant Optical Magnetization on Material Composition
- Designed and built laboratory apparatus to measure magneto-electric scattering
- Demonstrated strong critical thinking skills by explaining systematic variation on a quantitative theoretical basis within the context of the existing literature.
- Increased efficiency and precision of data collection and analysis through the development of LabVIEW and MATLAB computer programs
- Developed numerical simulations implementing theoretical models of light-matter interactions for comparison with experimental results

Optical Characterization of Single Crystal Optical Fibers
- Created a new process for crystal fiber preparation, improving fluorescence imaging

2011	**UNDERGRAD. RESEARCH ASSISTANT, MICHIGAN TECH**	**HOUGHTON, MI**

- Determined a process to calculate photoelastic constants in bulk polymer materials

2010	**DESIGN ENGINEER INTERN, M. C. DEAN, INC.**	**STERLING, VA**

- Updated telecommunications drawings using AutoCAD for Quality Assurance
- Reduced MS Excel worksheet creation time by more than 99% through the design and development of custom VBA macros

2009-2012	**BLUE MARBLE SECURITY ENTERPRISE, MICHIGAN TECH**	**HOUGHTON, MI**

LEADERSHIP & SERVICE	**SOCIETY OF WOMEN ENGINEERS**

- *GradSWE at Univ. of Mich.:* Served as co-director (2-yrs) and activities chair (1-yr)
- *Diversity, Equity, & Inclusion:* Ran focus groups for grad students, analyzed qualitative data of their experiences, and wrote recommendations for a 54-pg report
- *L-SWE:* Planned logistics, designed educational materials, and facilitated 2 two-week leadership camps for 40+ female engineering students in Liberia, Africa

SOFTWARE	MATLAB, Mathematica, LabVIEW, Python, AutoCAD, VBA, Zemax

AWARDS
- SPIE Scholarship in Optics and Photonics, SPIE Foundation, 2015
- Graduate Research Fellowship, National Science Foundation 2012

Commentary for Resume 1 Example

Initial Comments

As you can see, the resume differs greatly from the curriculum vitae that we discussed in the first example. There is less of a representation of research and publications. Instead, this resume summarizes the research experience. Sections that are included in the resume are Experience, Leadership & Service, Software Skills, Awards, and Interests, which greatly differs from the C.V.

Format & Consistency

Overall, the formatting is very strong within the resume and is easy to follow. Remember, you want to make the resume review easy for the interviewer to scan. Notice the way that dates, section titles, and locations are all consistent in how they are listed and they are flushed either left or right. This makes the document look organized and orderly. One thing that can be improved is the order that the Blue Marble Security Enterprise is listed. Remember, experiences are to be listed from most recent to least recent, so this experience should actually be listed second in this section rather than last.

Content, Clarity, and Conciseness

The content within the bullet points appears to be strong, and bullet plus appears to be used within a majority of the bullet points. Again, we recommend that context be given to anything that is listed in the resume. The Blue Marble experience, and honors and awards should be given bullet points if it is included in the resume. One thing that I'd like draw attention to is one bullet that focuses on skill development, rather than the direct responsibility. Please find it below:

"Demonstrated strong critical thinking skills by explaining systematic variation on a quantitative theoretical basis within the context of the existing literature."

Bullet points can discuss skills and experiences that you developed during an experience. The focus of a bullet can be on you as well! We highly recommend that you also develop bullets such as these when possible. Additionally, you'll see content-wise that this resume includes undergraduate experience. This is completely acceptable as long as you believe that your undergraduate experience adds value to your document and is relevant to what you're applying to. Lastly, an Interest section is ok to include in a resume. Some students will include this to demonstrate a more "human" side of themselves and who they are outside of work. This section is completely optional.

Concluding Comments

Overall, this is a strong resume in regards to formatting and content. We would recommend small changes regarding how experiences are listed (reverse chronological order), and giving context to experiences listed. One other thing that can be improved is the use of space with how bullets are listed. The margins could be widened to make better use of the space on the document. This could allow for more information to be included. Overall, this resume is off to a great start.

Example Resume 2

Angell Hall, M.A.
1532 Woodward Ave • Detroit, MI 48103 • (313) 444 - 5555 • ahall@umich.edu

EDUCATION
University of Michigan, Ann Arbor, MI
·   **Doctor of Philosophy** in Social Psychology (GPA: 4.0)   *Expected June 2018*
·   **Master of Arts** in Social Psychology (GPA: 4.0)   *August 2015*
Tufts University, Medford, MA
·   **Bachelor of Science** in Psychology, High Thesis Honors, *Magna Cum Laude* (GPA: 3.69)   *May 2011*

RESEARCH AND ANALYTICAL EXPERIENCE
Graduate Researcher, University of Michigan, Ann Arbor   *August 2013 – Present*
·   Authored 9 manuscripts for psychological journals and book chapters, 6 of them as the lead author.
·   Developed and executed 40+ quantitative and qualitative psychological research studies using experimental, correlational, and longitudinal designs with thousands of participants.
·   Secured $18,700 through grant applications and departmental awards to fund research projects.
·   Conducted data analytics to interpret research on psychological factors underlying political information-sharing, environmentally sustainable behavior, and legal decision-making.
·   Delivered research presentations at 6 major psychological conferences and 10+ more invited lectures.

Staff Research Associate, University of California, San Francisco   *June 2011 – June 2013*
·   Tracked and supported 200+ human subjects in NIH-funded, multi-year clinical trials, leading to effective and drug-free interventions for obesity, Type II diabetes, and chronic pain.
·   Analyzed cardiovascular data from 150+ human subjects to quantify obesity intervention success.

TEACHING AND SUPERVISORY EXPERIENCE
Graduate Student Instructor, University of Michigan, Ann Arbor   *August 2014 – December 2016*
·   Top-rated instructor with 4.84/5.00 median "excellent teacher" rating across 6 undergraduate courses.
·   Taught 500+ total undergraduate students in courses for Introduction to Psychology, Introduction to Social Psychology, and Negotiation.
·   Designed social psychology summer course as sole instructor: Wrote and presented 100-minute lectures, 4 days per week for 7 weeks, to teach psychological theory, research methods, and statistics.

Advisor, Moral & Political Values Lab, University of Michigan, Ann Arbor   *August 2013 – Present*
·   Coached 13 undergraduate research assistants, convened weekly lab meetings to track research progress, and advised students' transitions into consulting, AmeriCorps, and Ph.D. programs.
·   Co-supervised 2 successful undergraduate senior honors theses with faculty members.

LEADERSHIP AND ORGANIZATIONAL EXPERIENCE
Prescreen Coordinator, UM Psychology Subject Pool   *January 2016 – Present*
·   Certified ethical prescreening compliance each semester for 25+ faculty-led research projects.
Graduate Appointee, UM Social Psychology Ph.D. Admission & Recruitment   *August 2014 – May 2016*
·   Evaluated applications and co-led recruitment efforts of prospective doctoral students.
Graduate Representative, UM Psychology Academic Affairs Committee   *August 2015 – May 2016*
·   Met monthly with administration and faculty to review new initiatives and evaluate award applications.

SKILLS AND INTERESTS
·   Web-based survey design, administration, and collection for research to be interpreted with advanced statistical

and data analytic techniques.
·   Interests: Marathon running, cycling, skiing, backpacking.

Commentary on Resume 2 Example

Initial Comments

This resume includes an Education, Research & Analytical, Teaching & Supervisory, Leadership & Organizational, and Skills & Interests sections. I hope that thus far you see that sections can be named whatever you choose. Remember this document is strategic, and you can include whatever you feel is relevant. You can additionally give names to sections based on the skills that you're trying to highlight in the resume.

Format & Consistency

Overall, the formatting is consistent in how the sections, dates, titles, and locations are listed. This makes the resume easy to follow and the information easy to understand. Experiences are listed in reverse chronological order, and there is a good use of space in regards to information.

Content, Clarity, and Conciseness

The content is also very strong and one can see that bullet plus is used throughout the document. Notice that each of students in all three examples chose to list the dates that they received their Master's degree. When listing your education, we recommend that you display all higher education that you have had, including colleges/universities that you transferred from. One thing that could be improved is the skills included in the Skills & Interest section. We recommend that "soft skills," such as administration, data college and interpretation, and web-based survey design be discussed in bullet points of your experiences.

Concluding Comments

Overall, this is a great example of how to format your resume and develop strong bullet points. The document follows many of the recommendations that we propose to students and alumni/alumnae that are standard practice when applying for industry jobs.

The Cover Letter

The cover letter is a key document for you to introduce your "story" to an employer or application reviewer. It differs from the personal statement because it has more of a professional focus of why you believe that you are qualified for, and why you're interested in, a specific position. Additionally, the cover letter is not simply a restatement of the resume, but more of a way to really expand? upon your skills, qualifications, interest and fit for the position that you're applying to.

Tips for Crafting a Strong Cover Letter
- Keep the cover letter to one page.
- Go more in-depth into relevant experiences that you would like to discuss, and stress why they're relevant.
- Discuss the skills that you have developed as a result of your experiences and why they're relevant.
- Do not simply restate the bullet points from your resume.
- Use LinkedIn/Facebook and the organization's website to gather information so that you can tailor your cover letter to the skills of current/past employees, and the aims and philosophy of the organization.
- Underline verbs in the job description to identify skills so that you can include/address them in your cover letter.
- Try to find the name of the person of contact and address the cover letter to them. Doing this shows initiative.
- Think about what you truly want the reviewer to know about you after reading your cover letter.

On the following pages, you will find information related to structure and content, useful tools that can help you to brainstorm content for your cover letter, and lastly examples and commentary.

Please note that not all of the examples will follow the proposed structure that we offer on the next page. Each person's cover letter is unique and applies to what that person wants the reviewer to know about them.

Cover Letter Structure

- Introduction: In this paragraph, you will briefly introduce yourself based on where you are in your academic standing or career, and the position title and company to which you are applying for. You can also briefly state what drew you to apply to this position, and also the skills and experience that you believe make you a great candidate for this position.

- Discussion of Experiences: In this paragraph you can begin to discuss one or two experiences that you believe highlight the skills that you introduced in the introduction. We recommend that you go more into depth about your experience, but also connect why this experience is relevant to the position that you're applying for. Also, explicitly state the skills that you either developed or demonstrated in this position and why these skills make you a great candidate. You can even share your enthusiasm for your past experiences and why you love this type of work. Doing so is an easy way to share your passion.

- Discussion of Fit, Passion, and Future Goals: This paragraph could serve as a discussion for why you fit into the organization. In the prior paragraph, you discuss experiences that make you a great candidate for a specific role. Here, you can discuss how your philosophy, interests, and goals align with the company. You can also discuss how the work culture or work environment aligns with what you look for in an employer.

- Conclusion: Lastly, you provide a summation of the things that you discussed in the paragraphs prior to this one. First, restate your interest in the position and company. Next you will summarize the skills and experiences that you believe make you a great candidate. Lastly, thank them for their time and voice your excitement in hearing from them and/or the possibility of working with them.
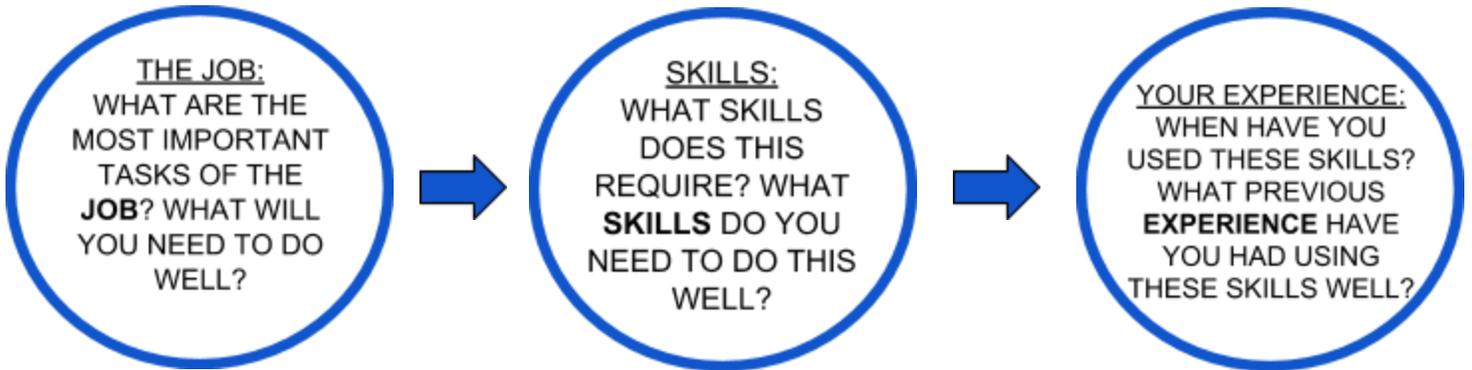
Cover Letter Reflection Tool

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CONNECTING THE DOTS: using transferable skills to create the body paragraph of your cover letter.

THE JOB: WHAT ARE THE MOST IMPORTANT TASKS OF THE **JOB**? WHAT WILL YOU NEED TO DO WELL?

➡️

SKILLS: WHAT SKILLS DOES THIS REQUIRE? WHAT **SKILLS** DO YOU NEED TO DO THIS WELL?

➡️

YOUR EXPERIENCE: WHEN HAVE YOU USED THESE SKILLS? WHAT PREVIOUS **EXPERIENCE** HAVE YOU HAD USING THESE SKILLS WELL?

1.)	1.) 2.) 3.)	1.)
2.)	1.) 2.) 3.)	2.)

THEN TO CONSTRUCT YOUR BODY PARAGRAPH, WORK BACKWARDS!

YOUR EXPERIENCE: "Through my involvement in XXX student organization, I was responsible for XXX."

SKILLS: "This required that I use strong organizational skills when planning for weekly club meetings and workshops and that I communicate well with my group members in order create efficient and informative agendas."

THE JOB: "I am confident that this leadership experience will allow me to be a successful event planner in organizing and executing weekly meetings with a high level of detail orientation and in communicating with clients about their needs for each event gathering."

Created by: Kathleen McDonald, Career Coach, University Career Center November 3, 2016

Example Cover Letter 1

Ima Wolverine
168 8 Mile Rd. Wixom, MI 48393
April 2, 2017

The Boston Consulting Group Bridge to BCG
300 N. LaSalle
Chicago, IL 60654

Dear Bridge to BCG Selection Committee:

I am applying for the 2017 Chicago Bridge to BCG event. I believe that my academic and extracurricular achievements coupled with my enthusiasm and drive to succeed makes me a prime candidate for this event. My mission is to *change the world through the thoughtful application of photonic technology and human connection*. I believe that this event can help me do that by providing me new perspectives on leadership and consulting.

I am currently an Electrical Engineering PhD student at the University of Michigan studying how light interacts with materials in novel and exciting ways. I love light and believe that applications of light have the capacity to solve the grand challenges of our world. I also have a graduate certificate in Science, Technology, and Public Policy. This certificate has been instrumental in my understanding of the complex socio-political constraints on science.

Although I am academically driven, I have seized opportunities outside of research to build competency and improve my communities. From facilitating a two-week residential leadership camp for 30+ female engineering students in Monrovia, Liberia to coordinating year-long optics outreach events that impacted over 1500 people, I have learned to coordinate complex projects with diverse stakeholders. I have also worked to improve my campus climate by running focus groups for graduate students, analyzing qualitative data of their experiences, and synthesizing recommendations resulting in a report on Diversity, Equity, and Inclusion within my College. In these activities and others, I strive to make myself the best engineer, and citizen, that I can be.

I have submitted electronically all of the requested application documents. I thank you in advance for your time and consideration of my application and look forward to hearing from you soon.

Sincerely,

Ima Wolverine

Commentary for Cover Letter 1 Example

Initial Comments

Remember, the cover letter is not a restatement of the resume. At first glance, this cover letter is a good representation of that. You'll also see that the student included their contact information and the contact information of the employer. We recommend that you use the same heading (name, contact information, etc) in your cover letter that you did in your resume for consistency. Lastly, notice that the cover letter is limited to one page.

Content, Clarity, and Conciseness

You'll see that the student begins by specifically stating what they are applying for and where, which is standard for a cover letter. However, the information that comes directly after is tailored based on what you want the employer to know about you. We recommend that you either discuss what led you to apply to the position, briefly introduce what you feel your relevant skills and experiences are, or your professional goals (as demonstrated in the cover letter example).

In the second and third paragraph, the student covered both their educational and extracurricular activities that they believe make them a good candidate. Notice here that the student really sold their academic experience by addressing the skills and knowledge that they have gained, rather than get tied up in details. This is additionally demonstrated in the next paragraph where they discuss the skills that they developed outside of the classroom.

I think that one thing that could be addressed in an additional paragraph, or in a conclusion, is why you would be a good fit for either this company, job, or program. By addressing this in the cover letter, you can truly sell your skills, experience, and expertise.

Concluding Comments

This cover letter was used by the same student that Resume 1 was based on. The cover letter discussed experience listed in the resume, but was not a restatement. By comparing the two, you can see how a resume and cover letter could complement each other. This cover letter is strong because it focuses more on what the experience and education has equipped the student with, rather than focusing on the specific responsibilities that they held.

Example Cover Letter 2

Michael F. Phelps II
1817 Michigan Ave
Chicago, IL 60007
(773) 552-4552
mfphelps@umich.edu

January 27, 2017

Dear Dr. Boynton,

I write to express my interest in the project manager position for the Detroit Center's upcoming workshop on Motown Records circa 1967. My internship with Write-A-House has awakened me to the potential of arts-based initiatives in resisting the negative national narrative of Detroit, which has always been and continues to be a thriving center of impactful cultural production. Furthermore, my research on race and sexuality in the early stages of the English slave trade often leads me to think comparatively about race and sexuality in more recent history. I am eager to think with the workshop presenters about the participation of Motown Records in a key socio-political moment in Detroit's history.

Because I have extensive experience in organizing conferences as well as fundraisers and other events, I am confident in my qualifications for this position. As an undergraduate, my leadership role in GUIDE, a freshman mentorship program at Loyola University, required me to organize events with hundreds of attendees. A notable example is a fundraising dinner I organized for parents' weekend, which involved obtaining permits, working with a team of cooks and other volunteers, managing a large budget, creating and circulating advertising materials, and coaching the student speakers in preparing their statements and visuals for the event.

In addition, my current role as a writing instructor for undergraduates at the University of Michigan involves empowering diverse groups of students to effectively communicate their ideas. My personal pedagogy is based on constantly soliciting student feedback and adapting to the needs of each particular group. Therefore, I have useful skills for both helping your presenters prepare educational materials and framing useful questions for the workshop assessment.

After obtaining my PhD, I envision myself in a career that combines my interests in community organizing, education, and social justice. I feel that this opportunity would help me to continue to hone my skills in project management, moving me closer to achieving this goal.

I will be available to begin work on this project May 8th. Thank you for your consideration.

Sincerely,
Michael F. Phelps II
PhD Candidate, English Language and Literature

Commentary for Cover Letter 2 Example

Initial Comments

The second cover letter example limits the narrative to one page and does a good job at effectively using as much space as possible. You'll notice that the student also highlights where they are in their studies (in the signature), stating that they are a doctoral candidate. This is something that you can do both in your resume and cover letter to signify that you have completed everything but your dissertation.

Content, Clarity, and Conciseness

Again, you'll see that the specific job and company is listed in the introduction. What differs between this example and the second example is that this student discusses how their current research relates to the company, and briefly, what led them to be interested in this position.

Next, we discussed that it is ok to include your undergraduate experience in your resume and that is true for the cover letter also. Again, if you believe that your undergraduate experience is relevant and adds values, then you can use it. Like the previous example, we see that this cover letter also does a great job in discussing how their experiences are relevant and the skills they have learned and developed. Something that is especially done well here is the inclusion of a summary or "thesis statement" at the end of each paragraph that ties everything together. By doing this, you drive home the point of why your previous experience or skills are relevant. Additionally the paragraph about future goals also ties everything together to communicate interest in the area of work (community organizing, education, and social justice).

Concluding Comments

Overall, this is a great example of the structure and content of an effective cover letter. Throughout the cover letter, the student discusses their experience in research and teaching and refocuses it to apply to non-academic jobs. We recommend that you truly take some time to think about transferable skills that you have developed thus far in your studies and how they can apply to non-academic jobs, as well as jobs within academia. This cover letter also does a great job at reiterating why the specific experiences and skills are relevant to what they are applying for.

Applying Doctoral Experience to Non-Academic Jobs

Students and alumni will often meet with career counselors and have trouble discussing how their experiences as doctoral students have prepared them for industry jobs. We suggest that students and alumni think about the transferable skills that they have honed and used during their course of study, rather than the direct responsibilities that they had.

Transferable skills are skills that can be used and applied in a wide variety of fields. We at the University Career Center use the National Association of Colleges and Employers (NACE) Career Readiness Competencies as a framework to help students reflect on, and identify, what their transferable skills are. Though they may seem general, we recommend that you use these as a starting-point to generate ideas about how you can sell your doctoral experience.

In the following pages, you will find the NACE Career Readiness listed and defined. You will also find an activity sheet that can be used to generate ideas about how you have developed transferable skills thus far. We hope these NACE competencies and the example reflection tool can serve as a model of how you can conceptualize your experience to think about how you have developed professionally.

Transferable Skills Reflection Tool Example

This reflection tool is designed to help you critically think about your direct experiences, and help you to draw our transferable skills that you can bring into any and every career field.

First, write out the direct experience (job duties and responsibilities) that you've gotten from a class, internship, extra-curricular activity, research or teaching.

Next, you will take that direct experience and then think about a transferable skill that may apply to the situation (e.g. learning to be detail-oriented, teamwork, customer service, time management, and project management).

Lastly, you will then check off the NACE Career Competencies that you believe are demonstrated through this job duty.

Job Duties / Responsibilities	Skills and Competencies Developed	Why These Skills and Competencies Are Important
Working in a research lab	Identifying a problem and attempting to address it -Working with other GAs and principal investigator -Mentorship undergrad students in the research process -Writing annotated bibliographies, and reports on research projects -Presenting findings at a research conference -Using quantitative statistical software to analyze results	_✔_Critical Thinking/Problem Solving _✔_Oral Written Communication _✔_Teamwork/Collaboration _✔_Information Technology Application _✔_Leadership _✔_Professionalism/Work Ethic _✔_Career Management _✔_Global Intellectual Fluency
Teaching as a GSI	-Thinking of learning outcomes for students -Designing materials and lessons for students -Adhering to university/department/college academic policies -Evaluating performance -Program management and planning	_✔_Critical Thinking/Problem Solving _✔_Oral Written Communication _✔_Teamwork/Collaboration _✔_Information Technology Application _✔_Leadership _✔_Professionalism/Work Ethic __Career Management _✔_Global Intellectual Fluency
Working on your dissertation project	-Project management from start to finish -Presenting research findings to faculty and colleagues -Analyzing quantitative and qualitative data -Creating new knowledge, and /or synthesizing current research -Creating a niche and/or becoming an expert in a topic -Collaborating with advisor and committee to determine strong research methodology and the topic for the study	_✔_Critical Thinking/Problem Solving _✔_Oral Written Communication _✔_Teamwork/Collaboration _✔_Information Technology Application _✔_Leadership _✔_Professionalism/Work Ethic _✔_Career Management _✔_Global Intellectual Fluency

What do you think about your experiences now? Often, when we think deeply about what we've done in our past and current academic, work and extracurricular roles, we find that our experiences have had much more of an impact than we realized!

Blank Transferable Skills Reflection Tool

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This reflection tool is designed to help you critically think about your direct experiences, and help you to draw our transferable skills that you can bring into any and every career field.

First, write out the direct experience (job duties and responsibilities) that you've gotten from a class, internship, extra-curricular activity, research or teaching.

Next, you will take that direct experience and then think about a transferable skill that may apply to the situation (e.g. learning to be detail-oriented, teamwork, customer service, time management, and project management).

Lastly, you will then check off the NACE Career Competencies that you believe are demonstrated through this job duty.

Job Duties/Responsibilities	Skills and Competencies Developed	Why These Skills and Competencies Are Important

What do you think about your experiences now? Often, when we think deeply about what we've done in our past and current academic, work and extracurricular roles, we find that our experiences have had much more of an impact!

Do you still have questions? If so, we can help you. Please reach out to the University Career Center and/or the Rackham Professional Office to follow-up with an appointment, or general questions and concerns.

You can find the appropriate contact information below.

University Career Center

515 East Jefferson Street
3rd Floor, Student Activities Building
University of Michigan
Ann Arbor, MI. 48109
Phone: 734- 764-7460
Email: careercenter@umich.edu
Website: www.careercenter.umich.edu

Rackham Professional Development Office

1503 Rackham Building
915 East Washington Street
University of Michigan
Ann Arbor, MI. 48109
Phone: 734- 647-4013
Email: rack-prof-dev@umich.edu
Website: www.rackham.umich.edu/students/pad

Go Blue!