

Translating Your Graduate Experience

April 30, 2021

Introductions

- Sahara Ali - Graduate Assistant Advisory Council (GAAC)
- Diane Crump-Fogle - Associate Director for Career Development
- Dr. Jamie Gurganus - Associate Director of Engineering Education Initiatives, Director for the Center for Integrated Research, Teaching and Learning (CIRTL), Faculty in Mechanical Engineering Department, COEIT
- Kara Seidel - Graduate Student Association (GSA)

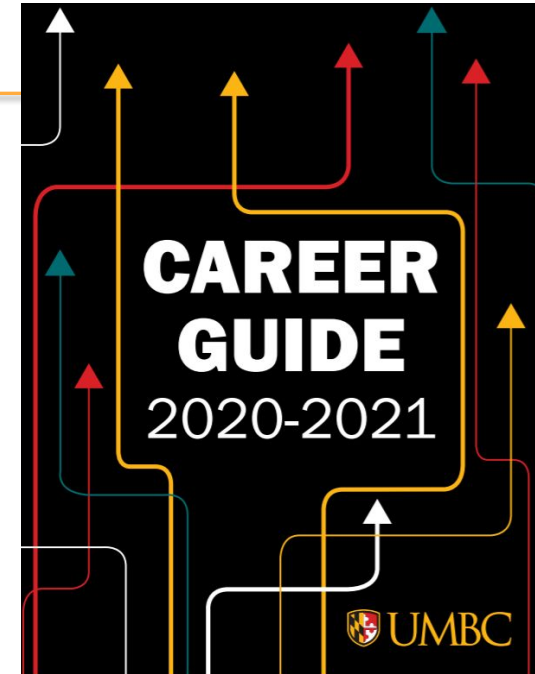
What will you gain from this event?

1. Reflect on your work as a Graduate Assistant and/or a working professional
2. Understand the resources available to you for additional support
3. Create short summaries of your work experiences, particularly for your CV

Career Guide

<https://careers2.umbc.edu/tools/guide.pdf>

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- Heading – Name, Address, Phone Number, Email, LinkedIn (optional)
 - Education – Name of institution, Location, Graduation, GPA, Degree
 - Bulleted descriptions for experiences – action verb, quantitative, past/present tense
 - Don't need to add references
 - Reverse chronological order





ABATE EXPERIENCED

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PROFILE

- Extensive experience in administering developmental and behavioral assessments as well as conducting comprehensive psychological evaluations
- Exceptional leadership experience in managing and training undergraduate research assistants

EDUCATION

University of Maryland, Baltimore County (UMBC) Baltimore, MD Ph.D., Applied Developmental Psychology Expected: May 20XX	California State University Los Angeles, CA M.A., General Psychology June 20XX	University of California Los Angeles, CA B.A., Psychology June 20XX
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CLINICAL EXPERIENCE

Children's National Medical Center Washington, DC
Clinical Psychology Extern May 20XX – Present

- Perform developmental assessment and evaluation of infants and young children referred for developmental and behavioral delays and/or problems, primarily in the range of birth to age three years
- Administer standardized developmental tests to infants and young children using Bayley-III, Bayley-IV, and DAS-II
- Engage in semi-structured play assessment to evaluate young children's development
- Conduct ADOS/ADI-R and comprehensive psychological evaluations

Kennedy Krieger Institute Baltimore, MD
Practicum May 20XX – October 20XX

- Conducted literature review on how to interpret questionnaire scores and results, such as BRIEF, JTCI, and Leyton Obsession Inventory
- Interviewed the adolescents and their parents about their home life using a semi-structured questionnaire

LEADERSHIP EXPERIENCE

Culture, Child, Adolescent Developmental Lab Baltimore, MD
Graduate Student Supervisor May 20XX- Present

- Manage a team of 40 undergraduate research assistants with regards to recruiting, training, supervising their work, and evaluating their performance
- Deliver training in a variety of tasks, including behavioral assessment administration, qualitative interviewing skills, coding observational behaviors of parent-child interaction, coding video-recorded self-regulation behaviors of young children

SKILLS

Clinical Testing	Computer	Language
<ul style="list-style-type: none"> • Wechsler Intelligence Scale for Children – fifth edition (WISC-V) • Bayley Scales of Infant and Toddler Development (Bayley-III, Bayley-IV) • Differential Ability Scales – second edition (DAS-II) • Autism Diagnostic Observation Schedule (ADOS) 	<ul style="list-style-type: none"> • SPSS, R, SAS • INTERACT Coding Software 	<ul style="list-style-type: none"> • Mandarin: native or bilingual proficiency • Cantonese: Professional working proficiency

SELECTED PUBLICATIONS

- **Experienced, A., Smith, C., & Paul, C.** (July, 2020). The Long-Term socialization goals of African immigrant mothers in the United States. *Journal of Family Studies*, 1-9.

SELECTED CONFERENCE PRESENTATIONS

- **Experienced, A., Smith, C., & Paul, C.** (March, 2020). *Authoritative parenting, self-regulation, and psychological adjustment in African and European American emerging adults.* Paper presented at SRCD, Baltimore, MD.

Resume/CV

-
- Gateway to landing an interview
 - Display your experience, skills, education and accomplishments
 - Should highlight your relevant skills
 - The length varies, depending on the industry

WHAT SHOULD I INCLUDE?

- Contact Information: Name, email, phone number, address; also include a LinkedIn address, personal website and/or a link to your portfolio (if you have them)
- Objective or Professional Summary/Profile (**Optional**)
- Education: College and University attendance
- Certifications and/or Training
- Licenses or Licensure
- Study Abroad or Travel
- Relevant Coursework
- Skills/Strengths: Technical, Laboratory, or Foreign Languages
- Projects: Can be from courses or personal projects related to your career interests
- Work Experience
- Leadership
- Military Experience
- Volunteer Work/Community Engagement
- Extracurricular Activities
- Honors/Awards/Achievements
- Publications and/or Patents
- Research/Professional Presentations
- Memberships/Affiliations/Professional Development

Résumés can be very subjective, so if you are unsure about formatting, schedule an Express Appointment or full length "résumé review" appointment via UMBCworks.



What are Transferable Skills?

- Transferable skills are skills and abilities that are relevant and helpful across different areas of life: socially, professionally and at school.
- They are “portable skills.”
- Read more
at: <https://www.skillsyouneed.com/general/transferable-skills.html>

How do Transferable Skills Apply to Your Resume?

Chronological Resume

- Presents work experiences by date with skills attached to particular positions.
- Works well if you have many similar types of experiences.
- Ideal for those who are working to progress within their field.

Functional Resume

- Presents transferable skills in an order of your choosing.
- Works well if you have a varied work background with diverse work and life experiences.
- Can be useful for someone starting out on the journey into the world of work.

Inventory Your Transferable Skills

- Circle all the transferable skills you've used in your GA/TA/RA, or campus job.
- Star the top four transferable skills that you feel you possess.
- Identify a specific time you've used each of these transferable skills.



How do these build my resume?

Communication Skills

- We communicate in all of our interactions: group work, professors, teams, clubs/organizations
- Communication takes many forms: in-person, phone, and written

Organizational Skills

- Life requires organization: thesis/capstone projects, group projects, work experiences
- Organization can also demonstrate: time management, punctuality, and leadership qualities

Capturing Transferable Skills on Your Resume

- How do YOU perform that function?
- How do YOU go above and beyond?



What Employers Look for on Your Resume (Ranked)

- Problem-solving skills
- Team player
- Strong work ethic
- Analytical/quantitative skills
- Communication skills (written)
- Leadership
- Communication skills (verbal)
- Initiative
- Detail-oriented
- Technical skills
- Flexibility/adaptability
- Interpersonal skills
- Computer skills
- Organizational ability
- Strategic planning skills
- Friendly/outgoing personality
- Entrepreneurial skills/risk-taker
- Tactfulness
- Creativity
- Fluency in a foreign language

Source: *Job Outlook 2020*, National Association of Colleges and Employers

“

“The difference between the *almost right* word and the *right* word is really a large matter. ‘Tis the difference between the lightning bug and the lightning.”

”

Mark Twain

Be intentional in your verb choice! Use our action verb list as a tool to consider all of your options, and then select (or discover!) which verb best illustrates the function that you performed.

Sample Action Verbs

CLERICAL OR DETAIL-ORIENTED

- Approved • Arranged • Cataloged • Classified • Collected
- Compiled • Dispatched • Divided • Ensured • Executed
- Generated • Implemented • Inspected • Monitored
- Operated • Organized • Prepared • Processed • Purchased • Recorded • Retrieved • Screened • Specified
- Systematized • Tabulated • Validated

COMMUNICATION

- Addressed • Arbitrated • Arranged • Authored • Circulated
- Collaborated • Composed • Convinced • Corresponded
- Developed • Directed • Drafted • Edited • Engaged • Enlisted
- Formulated • Influenced • Interpreted • Lectured • Mediated
- Moderated • Negotiated • Persuaded • Promoted • Publicized
- Reconciled • Recruited • Strengthened • Translated • Wrote

RESEARCH

- Analyzed • Clarified • Collected • Critiqued • Diagnosed • Evaluated • Examined • Extracted • Identified
- Inspected • Interpreted • Interviewed • Investigated
- Organized • Presented • Researched • Reviewed
- Summarized • Surveyed • Systematized

TEACHING

- Adapted • Advised • Clarified • Coached
- Communicated • Conducted • Coordinated
- Demystified • Developed • Enabled • Encouraged
- Evaluated • Explained • Facilitated • Guided
- Informed • Instructed • Persuaded • Set goals
- Stimulated • Taught • Trained

Sample Action Verbs

FINANCIAL

- Adjusted • Analyzed • Balanced • Budgeted
- Conceptualized • Created • Customized • Designed
- Developed • Directed • Established • Founded
- Illustrated • Initiated • Instituted • Integrated
- Introduced • Invented • Organized • Originated
- Performed • Planned • Revitalized • Shaped

MANAGEMENT

- Administered • Analyzed • Assigned • Attained • Chaired
- Consolidated • Contracted • Coordinated • Delegated
- Developed • Directed • Evaluated • Executed • Improved
- Increased • Organized • Oversaw • Planned • Prioritized • Produced • Recommended • Reviewed • Scheduled
- Strengthened • Supervised

KEY: Use present tense verbs for current experiences and past for previous experiences

HELPING

- Assessed • Assisted • Cared • Clarified • Coached
- Collaborated • Counseled • Demonstrated • Diagnosed
- Educated • Expedited • Facilitated • Familiarized
- Guided • Motivated • Referred • Rehabilitated
- Represented

TECHNICAL

- Assembled • Built • Calculated • Computed • Decoded
- Designed • Devised • Engineered • Fabricated
- Maintained • Operated • Overhauled • Programmed
- Remodeled • Repaired • Solved • Tested • Upgraded

MORE VERBS FOR ACCOMPLISHMENTS

- Achieved • Expanded • Improved • Initiated • Pioneered
- Reduced • Sourced • Spearheaded • Transformed
- Resolved

Examples of Accomplishment-Based Statements

- **Provide** an exceptional level of **customer service** in all forms of patron interaction, including phone, e-mail, and face-to-face.
- **Reconcile** the daily sales through the cash register, including the printing of receipt **reports**, **accounting** for all daily sales and filling out proper deposit **paperwork**.
- **Supervise** the **logistics** of events including security, ticket sales, entrance and crowd control, readmission guidelines and event set-up.
- **Generate ideas and strategies** to improve the appearance and services of the Commons and University Center.

Writing Strong Bullet Statements

The formula for writing strong bulleted statements is (Action Word + Tasks) + Result = Bulleted Statement.

Examples

- (Prioritize [Action Word] multiple tasks in a fast pace environment [Task]) to meet weekly deadlines [Result]
- (Collaborate [Action Word] with multidisciplinary healthcare team [Task]), optimizing patient care and outcomes [Result]
- (Developed [Action Word] an excel spreadsheet [Task]) to organize and interpret data, identifying daily goals met and missed [Result]

Academic Key CV/Resume STEM

- Professional Work Experience
 - GA, Research Associate/Assistant
 - Teaching Assistant
- Professional Affiliations
- Leadership Roles
- Professional Service
 - Internal/External
- Certifications/Skills
 - Technical, Non-Technical etc
- Publications
 - Conference Proceedings
 - Journals
 - Book & Book Chapters
 - Reports
- Presentations
 - Invited guest lectures/speaking engagements
 - Conferences
 - Workshops

Academic Key CV/Resume STEM

- Press & Blog Mentions
- Teaching Experience
- Patents
- Mentorship
 - Undergraduate/Graduate
- Undergraduate/Graduate Advisor
- Awards
- Editor
- Reviewer
 - Journal
 - Articles/Conference Proceedings
- Grants
 - Senior Personal/Co-PI/PI
- Consultations

Reflection Activity



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GAAC - Voice of GA's

Facilitate

Facilitate formal discussions between Graduate Assistants (GAs) and university administration

Represent

Represent positions and opinions of UMBC GAs to the Graduate School, Graduate Senate, and other bodies, where necessary

Coordinate

Legislative work relating to GA's
Review of GA Handbook
Review of GA Health Insurance

Work

Work as the standing committee to resolve issues facing graduate assistants

Ensure

Ensure collaboration and collegial relationships with administrative partners

RESUME + GA EXPERIENCE

2 cents from GAAC



Thank you for joining today!

Be sure to follow Promise & GSA on myUMBC and social media!