



WAYNE STATE UNIVERSITY



Professional Resumes and Cover Letters

Presented by: Vanessa Gualtieri



Basic Principles of Resume Writing

- Your resume's function is to get you an interview.
- Your resume should be written with the reader in mind.
- Your resume should be easy to skim within 15-30 seconds.
- A resume is a “living document” or a work in progress.



Basic Principles of Resume Writing

- A resume and cover letter will work together to gain the interest of a prospective employer. They will also work together during an interview.
 - The resume and cover letter should always target your specific audience and describe your relevant skills, experience, and accomplishments that qualify you for the position for which you are applying.



Basic Principles of Resume Writing

- Students may struggle to make connections between their experiences and what is required in a particular job role or worry about how experiences in one field translate into another.
- Begin this process with a prewriting exercise that may be handwritten or on MS Word, Google Docs.



Step 1 – Identifying Skills

1. Identify your professional skillsets and transferable skills believe belong in your resume and why.
 1. Communication
 2. Leadership
 3. Collaborative Work
 4. Problem-Solving
 5. Research
 6. General



Step 2 – How Skills Developed

- Think about where and how those skills were developed/demonstrated.
 - Transferable Skill: Public speaking.
 - Developed during an internship as an end of the summer presentation on social justice to staff.
 - Submitted proposal for a campus-wide social justice event.



Step 3 – Bring it Together

- Take your transferable skill and turn it into a bullet point for your resume.
 - Developed and presented a campus-wide social justice event which attracted 200+ attendees over two days.



Beginning the process...

- Reflect on your professional life, volunteer life, academic accomplishments, and community engagement.
- Ask yourself what populations and settings interest you.
 - This will help you decide what to emphasize in your resume.



Beginning the process...

- Research the organizations where you will be sending your resume.
 - Browse their websites, check out their social media presence, and connect with Wayne State University SSW alumni. Learn about the organization's mission, programs, populations served, and theory base.



Beginning the process...

- Create a primary list containing all your experiences and skills.
 - Include education, certifications, and licensing; field placements; special projects (inside community); jobs; internships, and volunteer positions; trainings attended, and presentations given; research (thesis); and professional activities (memberships, committee work, conferences); and language skills.



Beginning the process...

- There are some arguments against placing information such as your computer skills, personal interests, activities, and travel on a professional resume.
- Know the position for which you are applying and know the skills necessary.



Choosing format and headings

- List information in reverse chronological order, from present to past. Employers are most familiar with this format.



Choosing format and headings

- Choose headings to emphasize relevant skills and experience.
 - Clinically-focused resumes typically begin with Education, followed by Social Work or Clinical Experience.
 - Other background could be named Additional Experience or something more specific such as Teaching or Research.
 - Be specific and tailor the resume to you.



Choosing format and headings

- For macro-level positions, other headings may be more appropriate. Examples include:
 - Human Services Experience
 - Community Outreach Experience
 - Administrative Experience



Choosing format and headings

- Avoid using templates.
 - Template resumes all look similar and are difficult for most users to modify.
 - They may seem like a smart shortcut, but they will not reflect your unique skill set.



Describing your experience

- Use action verb phrases, not sentences.
 - Do not use personal pronouns and “a”, “an”, and “the” to achieve a concise style that will be easier and faster for employers to read.
 - Why avoid personal pronouns in a resume?
 - It is acceptable to use personal pronouns in a cover letter, however your resume language should be short, concise, and to the point. Long explanations here are not needed.



Describing your experience

- Use keywords and details appropriate to your audience.
 - For clinical positions:
 - Include information about your client population such as diagnoses or presenting issues, age, ethnicity, and socio-economic status unless certain your reader is aware of this information.



Describing your experience

- Use keywords and details appropriate to your audience.
 - For macro-level positions:
 - Stress skills such as supervising others, program development, community organizing, fundraising, grant writing, and budget management.
 - Include the number of people you have supervised or the amount of money raised. Use less clinical language for these positions.



Describing your experience

- Stress accomplishments and sequence phrases according to the skills most relevant to your reader.
 - List less relevant information later in your descriptions, summarize it, or omit it.



Resume sections

- Your contact information.
 - Place your name at the top with your geographic location (not street address), phone number, email address, and personal pronouns.
 - Pat C. Johnstone (he/him/his)
- A professional profile.
 - This can be optional, but a brief statement stating the type of position you are seeking. If not short and concise, an objective can limit the use of your resume, so using this information in your cover letter is best.



Resume sections

- A skills profile.
 - This may be used at the opening of your resume but is also optional.
- Education.
 - This comes first for most students and recent graduates. Begin with your WSU SSW degree, followed by your previous degree(s). You may include relevant courses, community projects, and committee work.
 - Progress toward licensure. May move once full licensure is achieved.



Resume sections

- **Skills.**
 - Foreign language proficiency.
 - Computer skills (where applicable).
- **Experience.**
 - Categories should be chosen according to the type of position you are seeking.
 - State the specifics of your field placement, especially for clinical resumes. Include volunteer work or internships.



Resume sections

- Personal information.
 - Information such as your age, family status, religion, political affiliations, ethnicity, etc. are not included on a resume.
- Interests.
 - Personal interests such as hiking, or swimming are typically not included on a resume. However, if you are hoping to combine your clinical skills with outdoor education, then these skills and certifications would be included.



Resume sections

- Professional activities.
 - Relevant memberships (NASW), awards, trainings, conferences, and presentations given are always included.



Resume presentation

- Your resume's presentation will depend on your audience and experience.
 - If you can fit your resume on two pages max, without crowding it, do so. Resumes for clinical positions may be longer if you have significant experience.



Resume presentation

- Your resume must have consistent formatting throughout.
 - Use margins, headings, caps, bullets, italics, bold, and underlining – BUT use them consistently.
 - Acceptable fonts include Times New Roman, Arial, and Helvetica.
 - 11 or 12 point.



Resume presentation

- **PROOFREAD!**
 - This is a direct reflection of you.
 - If emailing your resume and cover letter, be sure to send them as PDFs labeled with your first and last name.
 - To check formatting, be sure to send them to yourself first.



Resume presentation

- Applicant tracking systems (ATS)
 - ATS is a software used by recruiters and employers to collect, sort, scan, and rank job applications they receive.
 - ATS software began as a solution for large employers to handle large volumes of resumes.
 - ATS software works by scanning specific key words to determine if the resume should be passed along to the hiring manager.
 - Smaller agencies/organizations are not as likely to rely on ATS software.



Resume presentation

- If you are applying to a large organization, consider these tips to ensure your resume makes it to the hiring manager.
 - Do not use fancy templates to create your resume.
 - Include key language found on the job description.
 - Do not add graphics of any kind to your resume.
 - Be sure to upload your resume in their compatible format.



Resume Examples - Experience

PHILIP LAKEY

35 Elmwood Drive, Stoughton, MA 02130 (617) 555-0000 philip.lakey@gmail.com
www.linkedin.com/in/plakey

EDUCATION

Smith College School for Social Work, Northampton, MA

Master of Social Work expected August 2019

Relevant Courses: Social Work Practice with Individuals and Families, Child Development from Infancy to Adolescence, Racism in the United States: Implications for Social Work Practice

University of Massachusetts, Amherst, MA

Bachelor of Arts, Psychology and Biology, May 2013

Licensure: LCSW Certification expected Fall 2019

Language Proficiency: Fluent Spanish

Computer Skills: Electronic Medical Records (EMR), Final Cut Pro, iMovie

Other: White Water Instructor Certification, CPR, First Aid (all current)

SOCIAL WORK EXPERIENCE

Social Work Intern, CalWORKs Counseling & Pre-Vocational Services, San Francisco, CA, 9/18-5/19

- Provided culturally competent behavioral health services including individual therapy, case management, intakes, and comprehensive initial risk assessments to diverse client population of families with dependent children (full-time position through RAMS, Inc.)
- Co-facilitated psycho-education and process groups on stress reduction and relationship management to promote soft skills building and facilitate client's employability and success
- Implemented mindfulness and meditation into psycho-educational and process groups
- Participated in client outreach activities to further support intensive engagement and retention in CalWORKs program services
- Collaborated in roundtable sessions with multi-disciplinary treatment team members, Human Services Agency staff, and other care/community providers to plan individual's treatment and care goal development and progress; included vocational assessment and rehabilitation, case conferencing, participant progress and improvement reporting, discharge planning, and other services

Social Work Intern, San Francisco Unified School District, San Francisco, CA, 9/17-6/18

- Provided individual therapy to culturally and socio-economically diverse children and adolescents at elementary and middle school levels (full-time position)
- Taught socio-emotional curriculum (Second Step and Tribes) to 4th and 5th graders
- Co-facilitated student support groups on social skills, conflict resolution, and academic success
- Co-coordinated Mentoring for Success program at school sites: recruited mentors, coordinated monthly activities, and provided program support as needed
- Co-planned and co-led school-wide activities and incentive programs to further support positive school climate and family engagement
- Provided milieu support for drop-in students in school wellness center and in class

RELATED EXPERIENCE WITH YOUTH

Group Facilitator, San Mateo High School, San Mateo, CA, 10/18-5/19

- Initiated and facilitated weekly after-school group for GLBTQ Students of Color grades 9-12
- Helped students explore issues of racism and gender identity through writing and video projects

(continued)



Resume Examples – Experience

P. Lakey, p. 2

Program and Dorm Supervisor, Academy at Swift River, Charlemont, MA, 8/15-5/17

- Supervised five resident counselors in private college preparatory therapeutic boarding school; oversaw training, counseling, treatment, and parent relations
- Initiated outdoor leadership program: implemented individualized student development plans emphasizing trust and bonding activities that resulted improved self-esteem, academic performance, and camaraderie within the dorm
- Supervised dorm floor of 15 boys ages 14 -18; led evening study halls and social activities

Mental Health Worker, Brattleboro Retreat, Brattleboro, VT, 9/14-7/15

- Performed nursing care responsibilities with supervision on adult, co-ed residential substance abuse unit; ensured safe and consistent quality care
- Documented patients' behavior and treatment; initiated supportive interactions around treatment issues; intervened in crisis situations
- Co-led psycho-education group for adult substance abusers in collaboration with social worker
- Provided patient transportation to medical appointments

Assistant Director, Horizons for Youth, Denver, CO, 10/13-6/14

- Co-led after-school program for low-income, at-risk youth; developed and implemented recreational and career-related programs including legal field shadowing program
- Advocated for, received, and administered \$3000 activities and field trip budget
- Met with youths' family members to discuss behavioral goals and objectives

Group Leader, Grant's White River Rafting Company, Boulder, CO, 5-8/13

- Led rafting tours in adventure program for inner city adolescents to help participants build self-esteem and self-reliance
- Trained three junior co-leaders: developed team-building and leadership activities included in program's first staff training manual

TRAININGS AND CONFERENCES

Sand Tray Therapy for Teens, Center for Psychological Services, Boston, MA, 2018
The Boston TEE (Total Environmental Education) Party Conference, Boston, MA, 2015
EnvironMentors Training, National Environmental Education and Training Foundation, 2014

AFFILIATIONS

National Association of Social Workers
North American Association for Environmental Educators
National Environmental Education and Training Foundation

INTERESTS

Hiking, white water kayaking, and rock climbing. Have climbed five of the highest peaks in the U.S.



Resume Examples - Skills

Kathy Jobseeker, C.S.W.

16 West 16th Street • New York, NY 10011 • (555) 555-5555 • jobseeker@prodigy.net

Talented and accomplished Certified Social Worker and Therapist with exceptional skills and experience in Clinical Therapy, Program Development and Coordination, and Staff Training

SUMMARY

More than 15 years of experience in field of social work and psychotherapy. Expertise in wide range of disciplines, including family, child / adolescent, individual / group adult, outpatient, and day program therapy. Highly adept at developing, establishing, and coordinating therapy and counseling programs. Background includes leading training seminars, instructing university-level courses, and training staff members in clinical hypnosis and Adlerian psychology. Experience in clinical, academic, and private settings. Multiple degrees and certifications. Proven ability to supervise social workers and healthcare professionals. Excellent presentation and communication skills. Bi-lingual in Spanish.

PROFESSIONAL BACKGROUND AND ACCOMPLISHMENTS

Clinical

- Performed individual, family, group, adult, child, and adolescent counseling and psychotherapy in clinical and state-operated settings. Provided outpatient treatment and day treatment.
- Worked with patients presenting wide range of conditions, including drug / alcohol abuse, physical and mental abuse, family issues, behavior disorders, and severe, persistent mental illnesses.
- Developed, established, and coordinated Women's, Spanish Speaking, and Spanish Speaking Women's programs for clinical settings such as Gouverneur Healthcare Services, Woodside Guidance Clinic, and National Neighborhood Counseling Center.
- Designed program standards in compliance with all local, state, and federal regulations, prepared all documentation, coordinated and supervised junior staff members.
- Established individual and group counseling programs for New Jersey Board of Education's Special Education Department.
- Worked with adult and senior groups, providing socialization skills training and leading activities.
- Performed community outreach, emphasizing communications with multi-cultural, low-income populations. Recognized for ability to support and serve as advocate for women's and Spanish-speaking patient sectors.
- Planned and led workshops on parenting for foster parents.

Academic and Instruction

- Instructed courses in Psychology and Psychopathology at New York University's School of Social Work. Planned and led student discussion groups.
- Lectured on alcohol and drug abuse at Alfred Adler Institute. Supervised and mentored graduate student from Hunter School of Social Work.
- Prepared and presented staff seminars in Adlerian Psychology to Greenwich House Counseling Center and New York Psychotherapy and Counseling Center.
- Performed staff training in Clinical Hypnosis for National Neighborhood Counseling Center. Supervised social work student from Fordham University.
- Developed and conducted teacher training sessions for NJ Board of Education.

Private Practice

- Maintained private practice as Therapist for more than 12 years. Counseled and treated adult patients with wide range of diagnoses.
- Served as consultant, instructor, and guest lecturer for variety of academic, clinical, and state-operated programs.



Resume Examples – Education

NAME (Sample resume – Master of Social Work)

4463 Crestridge Dr. • Rochester, New York 14603 • (585) 555-1111 • name@naz.edu

OBJECTIVE	To obtain a position as a social worker, with specific interest in assisting elderly clients in nursing homes and extended care facilities.	
EDUCATION	Greater Rochester Collaborative MSW Program SUNY College at Brockport/Nazareth College Master of Social Work May 2006 GPA: 3.5	Nazareth College of Rochester Bachelor of Science in Social Work May 2004 GPA: 3.7 <i>Dean's List, all semesters</i> <i>Sheila Ann McGuire Scholarship</i>
GRADUATE FIELD WORK	St. Ann's of Greater Rochester, Rochester, NY (Fall 2005-Spring 2006) <i>Social Work Intern (560 hour placement)</i> <ul style="list-style-type: none">• Conducted home visits to assist with all facets of health care and daily living issues for elderly clients with a wide range of physical and mental concerns.• Evaluated clients and their family dynamics in home environments; completed psycho-social assessments and mental status exams.• Developed trusting and empathic relationships with clients, demonstrating understanding of concerns and ability to intervene appropriately.• Accurately developed and maintained written documentation, including progress notes, rehabilitation treatment plans, and referrals to community agencies.• Demonstrated comprehensive knowledge of Medicaid, Medicare, and other entitlements to ensure appropriate services. Rochester General Hospital, Rochester, NY (Fall 2004-Spring 2005) <i>Elder Care (448 hour placement)</i> <ul style="list-style-type: none">• Assisted individual clients with discharge planning, consulting with patients, families, physicians, physical therapists, and nurses to determine most appropriate placement.• Collaborated with professional staff at skilled nursing and enriched living facilities regarding transfer of patients.• Focused on the needs of patients, including serving as an advocate as necessary, while working effectively in an interdisciplinary team.	
UNDERGRADUATE FIELD WORK	Monroe County Children's Center (MCCC), Rochester, NY (Fall 2003) Provided intake for children, ages 10-16, who had been arrested or remanded by the courts. Participated in psychiatric rounds, briefing psychiatrists about clients and consulting after treatment to determine plan of action. Contributed to case management and communicated with appropriate service agencies and legal counsel. Catholic Family Center (CFC), Rochester, NY (Spring 2003) Managed caseload of two community-based elderly clients. Conducted weekly home visits, arranged for services, and provided supportive counseling. Maintained client charts including progress notes. Attended staff meetings and shadowed professionals in other CFC programs.	
RELATED EXPERIENCE	Private Home Care, Rochester, NY (8/00-5/03) <i>Tutor/Aide</i> – Provided assistance for 14 year old girl with learning and physical disabilities. Re-taught homework lessons, helped with organizational skills, and assisted with activities of daily living. Communicated frequently with parents and teachers to ensure consistency of instruction.	
CONTINUING EDUCATION	HIV Test Counselor Training (May 2003) Completed through Monroe County Medical Association	
COMPUTER SKILLS	Windows and Macintosh Environments Microsoft Word, Excel, Internet applications, E-mail	
COMMUNITY SERVICE	Compeer, Rochester, NY (8/00-Present) Volunteer companion for geriatric patients at Rochester Psychiatric Center	



Cover letter

- A cover letter will introduce your resume to an employer.
 - A cover letter states why you are writing, possibly how you heard of the position, and highlights your most relevant skills and experience.
 - Cover letters do not repeat the resume.
 - Cover letters show where you, the position, and the organization fit together.
 - Always use a cover letter.



Cover letter

- Research the organization and position before submitting anything.
 - Explore the website and talk with some you may know within the organization.
 - If you have been referred, please mention their name (with permission) in the cover letter (first paragraph).



Cover letter

- If you are applying for a position with little description, it is appropriate for you to email or call the organization for further information. However, be prepared – you may end up speaking with the individual doing the hiring.



Cover letter

- Address your letter to a person by name, preferably the person doing the hiring.
 - Again, it is appropriate to contact the organization for this information.
 - If you are not able to retrieve this information, use “Dear Director”, “To the Search Committee”, or To Whom it May Concern”.



Cover letter

- Use business letter format.
 - Use your name, address, phone number, and email address blocked left, right, or as a header. If mailing, be sure to use the same paper.



Cover letter

- Write in active voice.
 - **Incorrect:** My field placement at Cass Community Services afforded me the opportunity to...
 - **Correct:** During my placement at Cass Community Services, I provided individual psychotherapy to adolescent substance abuse patients...



Cover letter

- **Incorrect:** I would be honored to work at your agency.
- **Correct:** I would bring strong clinical and administrative skills to your agency.

Be specific. Be concise.



Cover letter

- Keep a cover letter to one page.
 - Unless you are applying for academic positions, research, or a fellowship, avoid a longer cover letter.
 - Keep your paragraphs on the shorter side.



Cover letter

- Carve out a path for an interview.
 - End your letter with a next step.
 - It is appropriate to say, “I will contact you next week to schedule a convenient time to meet.”
 - You may also offer the best way to contact you and mention that you look forward to hearing from the employer.



Cover letter

- When emailing your resume...
 - Be sure to include your letter as a second attachment.
 - In the body of the email, be brief.
 - “Dear Mr. Alan: I am writing to apply for the clinician position advertised on your website. I will be receiving my MSW from Wayne State University this August and would bring strong clinical skills and experience with at-risk youth to the position....”



Cover letter

July 2, 2016

Mr. Joseph Alan, Director
Blue Mountain Academy
162 Mountain Street
Sunnyside, MI 48005

Dear Mr. Alan:

I am writing to apply for the clinician position posted on the Blue Mountain Academy (BMA) website. I will be earning my MSW this August from the Wayne State University School of Social Work and would bring to this opportunity strong clinical skills working with at-risk youth in therapeutic schools and experience in environmental education and leadership training.

During my clinical placement at the Michigan Home for Little Wanderers, I provided individual and group therapy to a culturally diverse adolescent population similar to yours at BMA, experience that built on my prior role as a program supervisor at Jewish Vocational Service. What I find most interesting about this age group is how their self-esteem and growth are affected by their success in school, activities, and relationships as they attempt to find their place in the world. Developing individual treatment plans for adolescents at Michigan Home for Little Wanderers drew on my flexibility, imagination, and ability to establish and maintain rapport, skills I would be excited to bring to BMA.

I am particularly attracted to Blue Mountain's structured, safe, and nurturing residential environment and comprehensive approach to the therapeutic, academic, social, and physical needs of each student. I have found that the small community size stressed by your board member Maggie Smith fosters more meaningful relationships, helping students lead lives of curiosity, courage, compassion, and develop friendships that may last a lifetime.

Blue Mountain's unique outdoor offerings and leadership training further appeal to me. My experience at Jewish Vocational Service initiating an outdoor leadership program for at-risk teens would, I believe, support my clinical work with your students and contribute to your leadership programming. I have seen firsthand the value of such programs in developing students' self-esteem, academic performance, and long-term commitment to their physical and emotional wellbeing.

I look forward to discussing my interest in this position, and I will call shortly to see about arranging a meeting. Thank you for your consideration.



References

- These should appear on a separate page.
- Include the name, title, address, phone, and email for each.
- Also add their relationship to you.



References

- Choose references that you feel will speak highly of your work and abilities.
 - Could be a field supervisor, instructor, or former employer.
 - Should speak about their thoughts on your strengths for your new employer and your qualifications for a position. Therefore, try and choose references in the human service field.



References

- You should ask your references what they are prepared to say about you to a prospective employer.
- Current references, people with whom you have very recent contact with are going to be your best choices.
- Many prospective employers will want to talk with your references by phone, so be sure you have received permission to list them.



Employment Gaps

- If you have an employment gap in your resume, you are not alone.
- There are many reasons why an employment gap appears on a resume including, illness, caring for family, education, and downsizing/termination.
- COVID-19 has presented job seekers new challenges, but the news is not all grim.



Employment Gaps

- Be transparent.
 - Do not hide an employment gap.
 - It has become more and more common to have employment gaps.
 - Many take leaves to address personal and professional issues.
 - As many transitioned to remote work in 2020, what it means to be a productive employee has evolved.
- Change course.
 - Research resume trends.
 - Consider a skills-based resume, which highlights your skills at the top followed by your employment history.
 - Create a Professional Profile and include the skills that fit most with the job description.



Employment Gaps

- Be prepared.
 - If you have an employment gap, be prepared to discuss it the reason for the gap.
 - Waiting until you are in the right mindset will help.
 - If you took time for an education or caregiving responsibilities, be forthright. Explain the reason for the gap has been resolved.
 - If there was a downsizing, discuss it without disrespecting the company. Be brief and transparent.
- Highlight volunteer/community service/professional development opportunities.



Salary History

- A job posting may request that applicants include salary requirements when they apply.
 - You have two paths. Regardless – be honest!
 - #1 Incorporate your salary requirements in your cover letter.
 - “I am interested in your school social worker position with an annual salary of \$55-60,000”.
 - Note your flexibility.
 - #2 Some may choose to add a salary history to their application documents.
 - This is suggested for those in middle-career.



Negotiating Offers

- This is not always a simple process and may require uncomfortable conversations.
 - Considerations
 - Is there room for growth at the organization?
 - Identify the most important pieces of your “perfect” job. Do not limit to just your role, but also include employee benefits.
 - Identify your own benefits, needs, long-term career goals, and life goals.



Negotiating Offers

- Considerations cont.
 - Does the organization offer proper supervision for licensure?
 - Know your market value. Research salaries for the particular role, level of experience, education, and practice-specific range in your geographic area.
 - Identify your non-negotiables negotiables, and what is realistic for you at this moment.
 - Salaries will be based on your experience, skills, and knowledge, not your immediate financial needs.



Negotiating Offers

- Considerations cont.
 - Network. Reach out to your peers, alumni groups, and professional associations.
 - Check the NASW salary survey here,
 - <https://careers.socialworkers.org/findajob/salariesurvey.asp>
- How to determine needs:
 - Consider your credit card debit, cost of living in your area, rent/mortgage, student loans, car/insurance, entertainment, and any other debts.



Negotiating Offers

- Are salaries negotiable?
 - According to the Columbia School of Social Work (2017), salaries may be negotiable depending on the role, organization, and your perceived value.
 - Some organizations may have little wiggle room.
 - If a role is part of a labor union or grant, the salary could be set in stone.
 - If your counteroffer is returned with the original offer, that is likely the last offer.
 - Ask for a salary review after 6 months-1 year to assess performance.



Negotiating Offers

- An organization may give you anywhere between 24 hours to two weeks to accept an offer. Factors from our earlier discussion should help you determine what is right for you.
 - Declining
 - Reach out to the organization, thank them, and ask to keep you in mind if other opportunities become available.



Negotiating Offers

- Accepting
 - Once you have reached an agreement, verbally confirm your acceptance and request the agreement in writing.
 - Then, confirm in writing with salary, start day, and role agreement.
 - Decline other pending offers.



Negotiating Offers

- What happens if you don't hear from an organization?
 - Thank the organization for their time. Ask them to reach out to you if anything becomes available.
 - Stay positive. Do not bad mouth the organization in the event their selection declines the role.



CHECKLIST



Do...

- Use phrases starting with an action verb.
- Use language that creates a clear picture for employers.
- Keep your descriptions brief, but give a picture of the populations you have served; the social, medical, and/or psychological issues with you have worked; and the social work skills you have practiced.



Do...

- Include issues with you have dealt and would be transferable and of value to your new setting. Use quantities, amounts, and dollar values when possible (Example: Managed a \$500,000 annual budget).
- Always use professional language.
- Be consistent with use of boldface, underlining, capitalizing, and italicizing.
- Send a cover letter with your resume.



Don't...

- Use personal pronouns (I, me)...
- Include personal data such as your age, gender, and race.
- Include your photo or other graphics.
- List street addresses of your former schools and employers.
- Have any grammatical errors or typos.
- Send your resume without a cover letter.



Questions?

- Please email:
 - Vanessa Gualtieri - ac8153@wayne.edu
- Schedule an appointment with a writing coach at: <http://stars.wayne.edu/>

