

RESUME AND INTERVIEW TIPS FOR CAREER SWITCHERS

Presented by the
CAREER MANAGEMENT CENTER
OLD DOMINION UNIVERSITY



Table of Contents

Resume Writing Steps, Do It Right the First Time.....	1
Action Words.....	3
Sample Resumes.....	4
25 Interview Questions.....	6
Professional Qualities and Personal Characteristics.....	7
Additional Assistance.....	8

Resume Writing Steps

Do It Right the First Time

Your resume's only job is to get you an interview. That's it. Successful job seekers understand the importance of the following steps.

Step One: Identify Your Skills and Abilities

This is the most important activity that you can do to prepare a solid, understandable resume. Your effectiveness in generating interviews will depend on your ability to communicate your skills and competencies to employers. Remember, your skills are transferable from one environment to another. Always think about which types of employers can use someone with your abilities.

Identifying your skills from the get-go will help you to:

- Create a tight and meaningful job objective.
- Develop an action-oriented resume.
- Select a resume format that highlights your accomplishments.
- Match yourself to the job.

Step Two: Conduct a Self-Inventory

Review your personal information and experience. Start with a blank piece of paper and list each item that has relevance. This is not your resume—that will come in the next step. Instead, now is the time to get the relevant information out of your head and commit it to paper. Go for volume here, focus on details and specifics. You will condense and hone this information later.

1. Contact Information

State your full name, current and temporary addresses, telephone numbers, and e-mail address.

2. Career Objective

State what position you are seeking and describe your skills, abilities, experience and interest which back up your candidacy.

3. Education

List your degrees, majors and minors. Include your GPA if above 3.0. State the date you will graduate. Identify the schools attended and city, state where they are located. Include any academic honors, awards, scholarships, projects or publications. Military service can be listed as an educational experience. Place most recent degree information first. Please, no high school information. Create a list of all relevant courses that complement your career objective.

4. Work Experience

Describe any paid and non-paid experiences that have given you workplace skills. Detail your title, employer name, location, dates of employment, and responsibility. Focus on the work you performed, your contributions, achievements, and what skills you used/gained while there. Be specific—use numbers, figures and descriptions of the environment. You'll need to give the reader a mental picture of the experience.

5. College, Community and Personal Involvement

State name of organization and what role you played in participation. Don't just list organizations; instead state contributions, offices held and demonstrated skills. Include dates of membership.

6. Organizations

List memberships, offices held, dates, projects, certifications and licensure.

7. Special Skills

Detail skills in foreign languages, computer hardware and software, and laboratory skills.

8. Interests and Activities

Again, no lists. Instead detail any hobbies and endeavors that support your career objective.

Step Three: Choose a Resume Format

The skills you choose should reflect your own personal situation. Consider your qualifications, career objective, experience, and the kind of employer you are seeking before you select a style. The most common formats are:

Combination Chronological-functional

Resume: This resume is good for career changers with a solid employment history who want to highlight qualifications and recent preparation for a career change.

Functional Resume: Highlights the qualifications, skills and related accomplishments with little emphasis on dates.

Step Four: Write Your Resume

Describe your experience in terms of what you accomplished. Use action verbs to strengthen descriptions of experience. Employers are interested in how successful you were in the past; it predicts future performance.

Make It Clear

Eliminate personal pronouns like "I" and "my." Do not use full sentences. Instead, use short phrases in past tense for past experience, present tense for present activity.

Objective Statement

Your objective statement specifies the type of position you desire and the skills and experience you can offer. It should be work-centered, not self-centered, and should emphasize what you can bring to the position, not what the position can do for you. This

statement will set the tone for your resume and give the reader an idea of what information they will find on the rest of the page.

More Tips

There may be hundreds of resumes sitting on an employer's desk. The challenge is to make your resume positively stand out. To elicit a positive reaction, do the following:

- Everything on your resume needs to support your objective.
- Place the most relevant information first.
- Get to the point quickly. Employers pass over lengthy statements.
- Career switchers may also want to use a summary statement after the objective statement to highlight qualification.
- Keep it neat and organized. Ensure that it can be read in less than one minute.
- Abbreviations should be avoided.
- Names and addresses of references should not be included on your resume. List this information on another sheet of paper and bring it with you to interviews. Include the name, title, business address, phone number, fax and e-mail address of each person.

Step Five: Critique Your First Draft

After you are satisfied with your first typed draft, ask several individuals who are familiar with the type of employment you are seeking to review it.

Step Six: Write a Final Draft and Make It Look Professional

Print your resume on 24 lb. cotton bond paper. Use pure white, cream, ecru or beige paper. Avoid pastels, grays or showy designs. These colors will not reproduce well if the employer decides to make copies or forward your resume via fax. Never have a copy center photocopy your resume onto quality paper; it is not good enough for your resume. Always print your resume using a laser or high-quality inkjet printer.

Action Words

Use some of these action words in your descriptions:

accelerated	displayed	judged	recommended
activated	disproved	launched	recorded
adapted	distributed	lectured	recruited
administered	dramatized	led	reduced
analyzed	drew up	listened	referred
anticipated	earned	located	reinforced
appraised	edited	logged	rendered
approved	effected	maintained	reorganized
arranged	eliminated	managed	repaired
assembled	endured	mastered	repeated
assisted	entertained	measured	represented
bargained	established	mediated	researched
budgeted	estimated	moderated	revamped
built	evaluated	monitored	reviewed
calculated	examined	motivated	revised
charted	executed	moved	rewrote
classified	exhibited	negotiated	routed
coached	expanded	observed	scheduled
collected	expedited	obtained	served
compiled	experienced	operated	serviced
completed	explained	ordered	set up
conceived	explored	organized	simplified
conducted	facilitated	originated	sketched
conserved	figured	oversaw	sold
consolidated	fixed	participated	solved
constructed	formulated	performed	sorted
consulted	fostered	persuaded	spoke
controlled	founded	pinpointed	streamlined
coordinated	generated	pioneered	structured
corresponded	governed	planned	studied
counseled	handled	predicted	supervised
created	imagined	prepared	supported
criticized	implemented	prescribed	systematized
decided	improved	presented	taught
delegated	increased	presided	tested
delivered	indexed	processed	timed
demonstrated	initiated	produced	trained
designed	inspected	programmed	translated
detected	installed	promoted	treated
determined	instituted	proposed	updated
developed	instructed	protected	worked
diagnosed	interpreted	proved	wrote
directed	intervened	provided	
discovered	interviewed	questioned	
dispensed	invented	read	
dispersed	investigated	received	

Combination
Chronological
and Functional
Resume

BILL DOE

123 Grove Street
Baltimore, MD 12345
(310) 683-1111
bdoe135@hotmail.com

OBJECTIVE To obtain a mathematics teaching position at the secondary school level

SUMMARY OF QUALIFICATIONS

- Teach basic math skills to middle school students
- Seven years of training and supervisory experience
- Great role model as a tutor and scout leader
- Adapt easily to new concepts and ideas

EDUCATION Career Switcher Program, emphasis in Mathematics
Old Dominion University, Norfolk, VA Dec 2004

Bachelor of Science, Mechanical Engineering
University of Maryland, College Park, MD May 1997

RELATED COURSEWORK

- Instruction strategies
- Human growth, development and special needs
- General classroom management and lesson plan presentations
- Recognizing child abuse and neglect
- Reading and writing across curriculum

RELATED EXPERIENCE

Tutor and Mentor, Washington Middle School, Columbia, MD Sep 1997 – present

- Tutor 7th and 8th grade math students with homework and study skills
- Created the first after school study hall for math students

Boy Scout Leader, Baltimore, MD Jun 1995 – present

- Plan and coordinate all scouting activities for thirty five boys

EXPERIENCE

Senior Engineer, NASA, Greenbelt, MD Jun 1997 - present

- Conduct classroom training for newly hired engineers
- Supervise 15 international engineers in the development of futuristic aircrafts
- Develop and design test engines for future space aircrafts with an operating budget of over 60 million dollars

ADDITIONAL INFORMATION

- Honorary member of the National Education Association
- NASA employee of the year for 2001

Functional Resume

References available upon request

SARA DOE

123 Grove Street

Miami, FL 12345

(757) 683-0111

sdoe114@yahoo.com

OBJECTIVE To obtain a social studies teaching position at the middle school level

SUMMARY OF QUALIFICATIONS

- Social studies substitute teacher for two school years
- Experienced in developing lesson plans
- Coordinated, planned, and supervised class trips
- Experienced in working with children from diverse cultural backgrounds

EDUCATION Career Switcher Program, emphasis in Social Studies
Old Dominion University, Norfolk, VA

Aug 2004

Bachelor of Science, Business Administration
Miami University, Miami, FL

May 1999

RELATED COURSEWORK **Instruction Strategies, Learning Styles, Human Growth and Development, General Classroom Management, Recognizing Child Abuse and Neglect, and General Classroom Management Plan**

Qualifications

Teaching: Taught social studies classes as a substitute teacher to 7th and 8th grade students for school years 2002 – 2004. Developed lessons plan and excelled in classroom management.

Training: Established and coordinated the first training program for newly assigned college graduates. Developed the first customer-training program in the district. Created lesson plans and study guides.

Supervision: Supervise six store managers in the daily operation of one of the top retail stores in the country. Created an environment, which allows for success through mentoring and teaching.

Management: Establish goals and objectives for six retail stores with sales in excess of 8 million dollars. Prepare daily sales reports.

EXPERIENCE

District Manager, Blockbusters, Miami, FL

Jun 99 – Present

Freshman Orientation Leader, University of Miami, Miami, FL

Jan 97 – May 99

Reference available upon request

25 INTERVIEW QUESTIONS

every teacher should be ready to answer

The interview is the single most important factor in the hiring process. To be competitive, it is important to be prepared to respond to potential employers' questions and discussion topics. Take the time to think about these items that may be part of your next interview.

25

*Questions
you
should be
able to
answer.*

1. Describe your past teaching experiences. What made them successful?
2. What are your strengths? Weaknesses?
3. How would other describe you? How would you describe yourself?
4. What if...? (Scenario questions can deal with situations, topics, and trends.)
5. How have you challenged your students in the classroom?
6. Describe teaching strategies you have used for students including gifted students, second-language students, reluctant learners, and special needs students.
7. How do you incorporate your teaching philosophy into your daily instruction?
8. What experiences have you had with volunteers in your classroom?
9. Describe an effective teacher.
10. Define collaboration and give examples from personal experiences.
11. What are your plans for self-growth and how will you achieve them?
12. How have you individualized instruction for your students?
13. Tell me about the type of learning environment you create.
14. Identify the characteristics of an outstanding principal.
15. Tell me about yourself.
16. What strategies have you used in working with parents?
17. What technology do you need in your classroom to promote a good learning environment? What specific technology skills do you possess?
18. What are some of the strategies you have used in managing your classroom?
19. Describe how you develop lesson/unit plans for your subject area.
20. Identify ways in which you have motivated students.
21. In what ways have you incorporated critical thinking skills into your instruction?
22. How have you implemented multicultural/gender-free practices in your teaching?
23. What assessment and evaluation strategies do you use for student learning and for your own personal and professional performance?
24. Visualize an ideal classroom. What does it look like? Who's in it? What resources are you using? What are your goals? Accomplishments?
25. What motivated you to enter the teaching profession?

Handout

Teacher Interview Training Packet 1996 by Anthony and Roe

K **EY** *Professional Qualities and Personal Characteristics Employers Seek*

Employers share their “secrets” about the **professional qualities** most important for new teachers. As you prepare to interview for positions, carefully identify your qualities and be ready to share them with hiring officials.

Professional Qualities

- ▶ **DEDICATION** to teaching and learning
- ▶ **EXPERTISE** in subject area
- ▶ **COMMITMENT** to the success of each student
- ▶ **KNOWLEDGE** of effective teaching and classroom management practices
- ▶ **UNDERSTANDING** of learning theories and how to make instruction relevant to the learner
- ▶ **ABILITY** to team within and across departments and grade levels

Employers identified important **personal qualities** sought in teacher applicants. They look for teachers who are:

Personal Characteristics

Conscientious	Creative	Flexible
Caring	Intelligent	Motivated
Confident	Articulate	Adaptable
Cooperative	Enthusiastic	Honest

and those who have a
Sense of Humor

For additional assistance, please contact the following:

Nash Montgomery
Associate Director and Liaison, College of Education
(757) 683-4388 or email nmontgom@odu.edu
or checkout our website at
<http://www.odu.edu/ao/cmc/resumes.html>

Career Management Center
2202 Webb Center
Norfolk, VA 23529

Other helpful Websites

<http://www.nea.org/>
<http://www.pen.k12.va.us/Div/#Schl>
<http://www.teachers-teachers.com/>
<http://stats.bls.gov/oco/ocos069.htm>
<http://www.rnt.org/channels/clearinghouse/>