

CHOICE OF RESUME FORMAT FOR NONACADEMIC POSITIONS

- A resume for nonacademic positions differs from an academic curriculum vitae in placing a greater emphasis on actual skills — on what you are able to do as a result of your PhD training and other experiences. In general, there is a greater proportion of action verbs. It is more important to think in these terms when applying outside of academe
- There are three basic types of resumes (each one illustrated at the end of this chapter):

- A functional or skills resume
- A chronological resume
- A modified chronological resume.

The choice will depend on the nature of your overall work experience — on whether it has been almost completely acquired within academe, or has involved some nonacademic experience as well. Whichever type you choose, it is important to assemble your experience with succinct headings and in a format that can be scanned quickly for relevant information by a potential employer. Topics should be ordered in hierarchic fashion (also true for an academic cv), with the most relevant or impressive experiences presented first, and the rest following in corresponding order. Within each category, items should be listed in reverse chronological order, the most recent appearing first.

- **A Functional or Skills Resume** focuses on skills rather than on positions held. It can be effective for those whose work has been almost entirely academic. In addition to specialized research skills, other relevant skills that might be included are writing, editing, teaching and administration. As skills are named, documentation should follow of how and where these skills were acquired.
- **A Chronological Resume** orders items by date — in reverse order — rather than by category. It is particularly effective for showing a steady or progressive record of achievement. Together with each experience or position, one should include the accomplishments, functions and skills that are involved.
- **A Modified Chronological Resume** arranges different types of professional experience in separate categories — for example, research would be separated from teaching or administrative experience. Within each category, experiences are presented in reverse chronological order, and accomplishments and skills for each position are described. This format has some of the advantages of the functional resume. It is especially effective for those with diverse skills and experience.

SAMPLE RESUMES AND COVER LETTERS

The following samples have been chosen to illustrate certain points. They are simply suggested possibilities. The resume — even more than the academic vita — must be designed in a way that works best for your individual goals and experiences. All names are fictitious and in some cases, particulars have been altered as well. Further samples of nonacademic resumes for PhDs can be found in *Beyond the Ivory Tower* by Margaret Newhouse, Office of Career Services.

[SAMPLE SKILLS RESUME]

SHARON GOLD¹

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Harvard University
Cambridge, MA 02138

EDUCATION

Harvard University Ph.D. Candidate. Field: Psychology and Social Relations, specializing in Psycholinguistics. Degree expected in June, 1997.

Dissertation topic: Strategies for Effective Communication in English by Non-Native Speakers. Minority Students Fellowship, 1992-present.

Vassar College A.B. 1992. *Cum Laude* with Department Honors in Psychology.

EXPERIENCE

HUMAN RESOURCES/MOTIVATION STUDIES

Research Assistant, Harvard University 1995-present.

Explore the psycholinguistic variables causing empathy in interpersonal relations. Design computer programs to visually display experimental protocol and to measure reaction time. Analyze data and prepare results for grant proposal.

Research Associate, The Huron Institute

Cambridge, MA 1993-1995.

Designed questionnaire and interviews to assess strategies and motivation for second language acquisition. Formulated and conducted bilingual interviews to determine sociolinguistic factors affecting second language learning. Manuscript in progress.

DATA ANALYSIS/COMPUTATIONAL SKILLS

Research Associate, Yale University

New Haven, CT Summer 1994, 1995.

Devised and executed computer programs for data from a second language learning study, using multivariate analysis and SPSS, Data Text and BMDP programs.

Principle Investigator, Massachusetts Institute of Technology

Cambridge, MA 1993-1994

Planned and executed a study of acoustic phonetics in Black English using spectrographic analysis. Study presented at the Acoustical Society Conference. Manuscript in progress.

¹ In this skills resume, the candidate carefully orders her research skills or categories, placing the most important and preferred ones first. Right at the beginning of the resume, under "Education," she presents her dissertation topic, which is closely related to her first skills category. The format makes very clear the variety of skills she has to offer on the basis of her training and background.

Gold, page 2

Data Analyst, Ohio Bell Telephone Co.

Cleveland, Ohio, Summer 1992.

Investigated Watts Line revenue to identify the source of declining revenue in the northwest Ohio region.

ADMINISTRATIVE

Research Associate, The Huron Institute

Cambridge, MA 1994.

Supervised work on transcription and coding of data for a project on second language learning.

Representative to the Committee on Undergraduate Instruction

Psychology Department, Harvard University, 1993-1994.

Elected to serve as graduate student representative to evaluate and revise undergraduate curriculum in psychology.

Resident Tutor, Currier House, Harvard University, 1992-1994

Appointed resident academic advisor to 35 undergraduate concentrators in psychology, and general counselor for 380 resident students. Served on the administrative staff of the house. Organized seminars on Psychology and Hispanic Studies.

Student Assistant, Vassar College, 1990-1991.

Appointed as assistant to house administrative staff to counsel 40 freshman students.

TEACHING

Teaching Fellow in Psychology, Harvard University, Spring 1995, 1994.

Taught sections of beginning level courses in Culture and Human Development.

Sophomore Tutor in Psychology, Harvard University, 1992-1994.

Appointed as seminar leader and academic advisor for 10 undergraduate concentrators in a year-long seminar on language and communication.

LANGUAGE AND FOREIGN TRAVEL

Fluent in Spanish, reading ability in French. Exchange student for 5 months, lived in Madrid, Spain.

REFERENCES

Available upon request

[SAMPLE CHRONOLOGICAL RESUME]

JOHN ANDERSON²

Department of Government, Littauer Center M-36, Harvard University,
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Home: 413 Broadway, Cambridge, MA 02138 (617) 661-7987; e-mail: anderson@

EDUCATION

Harvard, Ph.D., Department of Government, completion expected Fall 1996.

The dissertation is an empirical investigation of the relationship between macroeconomic conditions and political support based on re-analyses of survey data and estimation of aggregated and disaggregated econometric models.

Yale, M.A., Interdisciplinary Program in International Relations. Concentration in micro and macroeconomics, and econometrics, 1990.

University of Aarhus, Denmark

Study of political science, economics, public administration, 1983-1988.

SPECIALIZED EXPERIENCE

Modeling for economic planning and forecasting, policy formulation and evaluation through a variety of analytical techniques including statistics and econometrics as well as qualitative methods. On-site research in several European countries.

PROFESSIONAL EXPERIENCE

RESEARCH

Project Director, 1995-present, "Predictive and Analytical Models on Political Support for Incumbents in Industrialized Nations," with Professor Douglas Hibbs, Jr.

- *Supervision of the organization and collection of data
- *Construction and estimation of forecasting models
- *Drafting of reports

Co-author, textbook on Swedish politics and policy, with Professor Hugh Heclø, 1994-present

- *Interviews and compilation of information
- *Analysis of labor market, housing policy and administrative reforms

² This candidate chooses a chronological resume since it shows steady and rapid progress in precisely the kind of research he hopes to do in a nonacademic setting. His use of a brief summary of his specialized experiences emphasizes his most important skills before the itemized entries begin. In each entry, he makes effective use of his title or role, showing that he held responsible positions in the various research projects. His publications are listed on a separate page, but he calls attention to them on an earlier page, in the entry where he is Principal Investigator.

Anderson, page 2

Principal Investigator, comparative study of public attitudes towards taxation and social policies, with Professor Douglas A. Hibbs, Jr. 1991-1992 (see publication list)

Author/Co-author

Publications in leading American and European scholarly journals and contributions to edited volumes in political science and economics, 1990-1995

TEACHING

Harvard University, Teaching Fellow, 1992-present

Undergraduate seminars in public policy; courses in elementary statistics and econometrics

Danish School of Journalism, Lecturer, 1987

Course in public administration and local government

LANGUAGES

Complete fluency in German, Swedish, Norwegian, Danish; Reading comprehension in French and Latin.

Use of several software packages for survey and econometric analyses (SPSS, SAS, TROLL, TSP)

LIST OF PUBLICATIONS

(with D.A. Hibbs, Jr.) "The Impact of Economic Performance on Electoral Support in Sweden, 1967-1978." *Scandinavian Political Studies*, vol. 4, 1, year.

(with D.A. Hibbs, Jr.) "Public Reactions to the Growth of Taxation and Public Expenditure," *World Politics*, vol. XXXIII, 3 (April), year.

"Partisanship and Macroeconomic Outcomes: A Reconsideration," in D.A. Hibbs, Jr. and H. Fassbender, eds. *Contemporary Political Economy* (Amsterdam: North-Holland, year).

"Class Power and Participatory Equality: Economic Democracy in Denmark and Sweden," *Scandinavian Political Studies*, vol. 3, 4, year.

"Electoral Outcomes and Macroeconomic Policies: The Scandinavian Cases," in P. Whiteley, ed., *Modern Political Economy* (London; ECPR-SAGE, year).

POETICS - A Timeseries Cross-Section System of Data, 1920-1975

(Arrhus: Institute of Political Science, year).

WORK IN PROGRESS

(with Hugh Heclø), textbook on Swedish politics and public policy.

"The Fading Legacy of Social Democracy: Postwar Economic Performance and Mass Political Support in Denmark, Norway and Sweden," PhD Thesis.

[CHRONOLOGICAL RESUME]

EILEEN BELL³

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Somerville, MA 02143
(617) 628-6187

EDUCATION

Ph.D. Harvard University, in Social Anthropology, June 1995, specializing in Psychological Anthropology

B.A. Swarthmore College, Sociology and Anthropology, 1989, *Phi Beta Kappa* and with Senior Thesis of Distinction

SUMMARY OF QUALIFICATIONS

Trained and experienced in field research design and methods including open-ended and structured interviewing, non-intrusive observation and community analysis, cognitive testing, and linguistically based methods. Quantitative and computer analysis skills. Lucid report writing. Cross-disciplinary knowledge of child development and of environment-individual interactions.

RESEARCH EXPERIENCE

Ethnographic and Psychological Research, Micronesia. Designed and conducted 15 months of field research in two communities in Micronesia. Used participant observation, interviewing, and cognitive-linguistic test methods to investigate emotional development and ethnopsychological beliefs. Analyzed data with several computer modelings. Wrote doctoral dissertation on the ethnographic and developmental data. 1991-1995

Participant in HIMH-funded research grant on Cross-Cultural Child Development, Director, Beatrice B. Whiting. Cooperated in weekly seminars on design and analysis of community research. Presented lectures on plans, methodology and results. 1991-1992

Cross-cultural study of psychiatric symptoms based on available hospital data. 1991-1992; M.A. paper presented April 1992

Research Assistant in Education, with John Whiting, Harvard University. 1990-1991

Computer analysis of demographic data from Kenya. Developed Guttman scale for modernization variables. Factor analyses performed on cognitive test data. 1989

Research Assistant to Professor Steven Piker, Swarthmore College. 1989

³ Once again, a chronological resume is a good choice in this case, since it highlights steady and rapid progress in the field of research in which the candidate wishes to continue. The summary of qualifications at the beginning proceeds from general skills to more specific ones in child development. Unlike the preceding two resumes, which present the dissertation topic under "Education," she opts to present it under "Research Experience," and emphasizes the research skills more than the topic itself. The highly specialized nature of the research topic makes this approach an advisable one.

Bell, page 2

NSF Student Originated Study, Swarthmore College. Conducted sociological field and archival research on tax assessment bureaucracy in Delaware County, Pennsylvania. Worked with interdisciplinary team to write report. 1988

PROFESSIONAL ACTIVITIES

Paper to be presented at the Annual Meetings of the Association for Social Anthropology in Oceania, March 1996: "Ifalukian Ethnopsychology: The Structure and Processes of the Self".

Invited Social Science Research Council conference participant, "Affect and Cognition", Boulder, Colorado, August 7-10, 1995.

Paper presented at the Annual Meetings of the Society for Cross-Cultural Research, February 22, 1995, Philadelphia: "Emotion Words on Ifaluk Atoll".

Lecture presented at Tufts University, December 5, 1994: "Adoption and Child Development on Ifaluk Atoll".

HONORS AND GRANTS

HIMH Training Grant, 1991-1994

Fellowship, Harvard University, 1989-1991

Charles G. Mortimer Scholarship, 1985-1989

Honors Student, Swarthmore College, 1987

LANGUAGES

Reading Knowledge of Spanish

Speaking knowledge of Woleaian (Malayo-Polynesian language)

[MODIFIED CHRONOLOGICAL WITH COVER LETTER]

SARAH FELICE EISENBERG⁴

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Apartment 9F
Chicago, IL 60637
e-mail: Eisenberg@

EDUCATION:

Ph.D. Candidate, Harvard University, Fine Arts Department - Degree anticipated in June 1996

M.A., Harvard University, Fine Arts - 1993

B.A., Mount Holyoke College, History of Art - 1988, *Phi Beta Kappa*

PROFESSIONAL BACKGROUND

Field of Specialization

European Art of the 18th through the 20th century; dissertation on "The Mythological Paintings of Sir Edward Burne-Jones"

Museum Experience

Fogg Museum, Harvard University, 1991-95

Organized and installed the exhibition *Pre-Raphaelite and Early French Symbolist Art from the Fogg Collection*; in conjunction with the exhibition, organized and introduced an interdisciplinary lecture series; prepared an essay for the public which was available in the galleries and led school groups and scholars through the exhibition

Assisted in the installation of the galleries as well as in preparation of the audio-visual educational component of the exhibition *Edward Waldo Forbes, Yankee Visionary*, held at the Museum

Conducted tours for school groups

Participated in the two-semester training program for students planning careers in museum work, offered by the Fine Arts Department at Harvard under the direction of Agnes Mongan

Tate Gallery of Art, London, England, 1991

Research for the catalogue of the collection of works by Sir Edward Burne-Jones

Public Education Office, Yale Center for British Art and British Studies, New Haven, Connecticut, Spring 1990-1991

Developed the plan for school and community programs to be offered by the museum; served as liaison with school systems in the New Haven area; developed a budget, and began the recruitment of volunteers

⁴This candidate's experience is so varied and abundant, that she chooses a modified chronological resume, organizing her experiences under "Museum Work," "College Teaching" and "Human Services." This order and choice of categories nicely reflects her goal of a position in museum education. The letter of inquiry and its strategies will be discussed with the sample.

Education Department, Museum of Transportation, Massachusetts, 1988-89

Conducted tours and workshops for school and community groups, ran recreational programs, worked with special needs audiences and the general public, and assisted in program development

College Teaching

Harvard University

House Seminar on the Museums of Boston and Cambridge, including field trips and guest speakers, 1995
Sarah Felice Eisenberg, page 2

Department of Fine Arts, 1993-1994; supervised four undergraduate independent study courses on 19th century art and museum problems

Teaching Fellow in art history survey course, ancient through modern art, 1992-93

Publications and Papers

“Burne-Jones and the Antique,” College Art Association of America, annual meeting, Chicago, General Session on Nineteenth Century Art, 19—

“Burne-Jones and the Impact of Florentine Painting,” Northeast Victorian Studies Association, annual meeting, Ramapo College, 19—

“The Royal Academy and Victorian Art,” catalogue essay for the exhibition *The Revolt of the Pre-Raphaelites*, held at Lowe Art Museum, University of Miami, March through April 19—

“Edward Waldo Forbes: City Planner” (with M.K. FitzSimons), catalogue essay for the exhibition *Edward Waldo Forbes, Yankee Visionary*, held at Fogg Art Museum, Harvard University, January through February 19—

Experience and Training in Human Relations and Services

Proctor, Harvard Summer School, 1994

Supervised a co-educational residence hall and conducted extracurricular activities for students

Study for Harvard Graduate School of Education, two courses, 1993-1994

Counseling: Its Psychological Assumptions and their Expression, and *Special Reading and Research in Counseling and Consulting Psychology*

Resident Tutor, Dunster House, Harvard University, 1993-1994

Provided academic advising, personal counseling, and organizing extracurricular activities for undergraduates

Harvard-Radcliffe Office of Admissions and Financial Aid, 1992-1993

Interviewed and evaluated applicants as well as conducted group information sessions for candidates and their families

Resident Fellow, Silliman College, Yale University (similar to a Resident Tutor at Harvard), 1990-1991

Board of Directors, Information and Counseling Service for Women, New Haven, Connecticut, 1990-1991

A career counseling service

Other Professional Activities

College Art Association of America

Member of the Board of Directors, 1992-1996

Developed the guidelines for the College Art Association's Distinguished Teaching of Art History Award
as well as served on the first Prize Committee for the award, 1994-1997

American Association of Museums, 1994-1995

Committee for the Status of Education

References

Available on request

[EISENBERG COVER LETTER]⁵

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April 2, 19—
David Wynne
Director of the Museum Education Adult Programs
Art Institute of Chicago
Michigan and Adams
Chicago, Illinois

Dear Mr. Wynne:

Douglas Benson, a Trustee of the Art Institute, suggested that I write to you. I am currently a graduate student in the Fine Arts Department at Harvard University. I shall be moving to Chicago in June and am eager to explore the possibility of serving the Art Institute's Education Department in some capacity.

My commitment to the community-minded public service orientation of museums has always been strong, which is why I have chosen the field of museum education after completing my training as a doctoral candidate in Fine Arts. Moreover, my goal as an art historian is to be an educator in the broadest sense of the word. From my professional experience, I have discovered that, for me, the museum setting provides the freedom and flexibility to achieve this objective.

I have had several opportunities to explore ways in which the museum can serve as a teaching resource. I am currently working in the Education Department of the Museum of Transportation in Brookline, Massachusetts. I conduct tours and workshops for school and community groups, ranging in age from pre-school to adolescence. I also do work with special needs groups and the general adult public. I have also had experience giving tours to high school and college students at the Fogg Art museum as well as teaching art history to Harvard University undergraduates. Moreover, in 19— and 19— I served as the Public Education Officer at the Yale Center for British Art and British Studies in New Haven, Connecticut, an art museum with an interdisciplinary orientation. My primary role at the Center was the development and initial implementation of the plan for the school and community programs to be offered by this new museum after its public opening.

⁵This is a sample of an unsolicited letter of inquiry in the field of museum education. It shows the use of a helpful contact, mentioned right at the beginning of the letter, along with her purpose for writing the letter. After the opening, she leads the reader through the most relevant aspects of her experience for the position she is seeking.

I hope very much to have the opportunity to talk with you. I am eager to learn about the educational offerings of the Art Institute. I would be especially interested in giving gallery talks, lectures, and tours, as well as in creating and implementing programs which will serve to interpret works of art for people of all ages. Also, I have experience in counseling and human services and am very much concerned with community outreach programs.

Sincerely,

Sarah Eisenberg