

Manzi, P.A., Roe, J. & Pierre-Louis, D. (2011). Using ONET based higher education job descriptions for resume development.

USING O*NET BASED HIGHER EDUCATION JOB DESCRIPTIONS FOR RESUME DEVELOPMENT

Abstract

The purpose of this three part article is to illustrate to career development professionals and students who are graduates of higher education MS and Ed.D/Ph.D programs, how to use the O*NET to develop an effective resume. The ONET provides detailed information about work tasks, knowledge and skills, and in some titles, tools and technology where they are central to job duties. Given the high unemployment rate across the U.S., the large numbers of people attending colleges, and the large number of graduates, the need for employment guidance is ever timely. An effective resume, based on a thorough review and analysis of all educational, community based and work related experiences, is a foundation for improved self-efficacy and confidence. Such confidence is posited to support the agency of cover letters and interview performance. The article uses three O*NET categories for jobs in higher education: (a) Residential Advisors, (b) Education Administrators, Postsecondary and (c) Educational, Vocational and School Counselors. An example of a job description in Residence Life is used, with sample resume components represented. It is hoped that this article will improve the resume writing skills, self awareness of, confidence, and ultimately, hiring success of students seeking higher education positions.

USING O*NET BASED HIGHER EDUCATION JOB DESCRIPTIONS FOR RESUME DEVELOPMENT

Authors: Manzi, P.A., Roe, J. & Pierre-Louis, D. (2011). Using ONET based higher education job descriptions for resume development and beyond. Manuscript submitted to ERIC, January 08, 2011.

Many students in graduate programs in higher education administration, student personnel administration, and students affairs personnel, will be facing a very competitive job market in 2010 (U.S. Department of Labor, 2010). Enrollments in colleges and universities are at record numbers, so the demand for skilled higher education professionals is theoretically high, were it not for uncertainty about state budgets, large deficits, and Federal and state based support for institutions of higher education. A resume is a vital part of a graduate's job search, which can be likened to a campaign for employment.

A resume is a presentation of the history of a person's educational, work and work related activity and achievements. (Lipsett, 1994) It is a condensed account of that history- one can elaborate on it during interviews. A resume can be considered a positive outline, showing what you have to offer employers. The first author recalls the President of the University of Rochester telling graduates in 1987 to "sell yourselves" following graduation. An effective resume is a very good way to sell yourself and boost your self esteem and confidence, too. It elevates self-efficacy during a job search. The resume is a great way to stimulate interest about you, demonstrate your future value, and to help secure an interview with a prospective employer! All of the hard work, blood, sweat and tears, arduous examinations and laborious papers, sessions with students and supervisors, achievements, awards, work activities in internships and graduate assistantships, are carefully analyzed, distilled and described.(Figler & Bolles, 1987) People are not aware of the vast knowledge and skills they acquire in even a short time, such as one to two years (Manzi, 1987). They are so engaged or caught up in (and stressed out by!) the acts of doing and thinking during this period that they cannot see this "almost complete reality" until they put it down on paper (via computer).

If you have work experience prior to beginning your graduate program, you will discover that many of the skills used in past work are transferable to higher education positions. (Bolles, 1990) If you were a manager or supervisor in a retail setting, for a newspaper, or for a financial institution, self-management, teaching and training, performance evaluation, and budget management skills can be applied in higher education settings. Volunteer work also develops transferable skills. (Figler & Bolles, 2007)

Writing a resume is not an easy task. In fact, it is time consuming and too often nerve-racking. (Lipsett, 1994) Expect some stress from the resume construction process

and related job search efforts. But to make your time spent more productive and less painful, using these higher education job descriptions from the O*NET(U.S. Department of Labor, 2009) will help you write a resume. You will write in a more concise and cogent manner, will provide focus to what you want to emphasize in your cover letters, and will give you a fuller understanding of the job duties of a specific position, and the language to discuss that position in an interview. This article uses two of several O*NET sections, Tasks and Work Skills. Several of the O*NET descriptions have a detailed description of the technology used in the positions, a topic often raised during job interviews. The language of the O*NET is used, along with guidelines for writing a resume with implications for cover letters and interviews.

Where Do I Find Job Openings?

Many higher education positions are posted in www.highered.jobs, the Chronicle of Higher Education website, <http://chronicle.com/section/jobs/61/>. There is a site, Academic 360, that is a meta collection of Internet resources for job postings in higher education arranged by alphabetically listed job descriptions or geographical locations. The site is <http://www.academic360.com/>

Not all employers will use these sites, so go to the web site of a college or university and access their job postings page.

The authors live in the Western NY region, so we focused on options for graduates in this part of NY.

For those choosing or needing to remain in a particular region, such as Western NY, the following site has links to 21 area colleges, and you can access the job postings URLs or page for these colleges and universities, in case a college does not use the above three web sites to post openings.

<http://www.wnycollegeconnection.com/application-college-list.100004.content>

Other regions of the country have similar college consortiums or comparable organizations linking many local or regional institutions of higher education. You might access the career development center of a particular college/university and identify such affiliated or partnership organizations.

HIGHER EDUCATION POSITIONS- O*NET Examples

Three categories of jobs are included, with highlighted terminology and comments along right margins to provide guidance, insight and a bit of humor, too.

(A) JOB TITLE:RESIDENTIAL ADVISORS 39-9041.00: Resident Director, Resident Assistant, Residence Hall Director, Residence Life Director, Residence Director, Hall

Coordinator, Residence Life Coordinator, Residential Life Director, Head Resident, Housing and Residence Life Director and also any titles with the terms Assistant or Associate.

Tasks

- *Enforce* rules and regulations to ensure the smooth and orderly operation of residential programs.
- *Provide* emergency first aid and summon medical assistance when necessary.
- Mediate interpersonal problems between residents.
- *Administer, coordinate, or recommend* disciplinary and corrective actions.
- *Communicate* with other staff to resolve problems with individual students.
- *Counsel* students in the handling of issues such as family, financial, and educational problems.
- Make regular rounds to ensure that residents and areas are safe and secure.
- *Observe* students to detect and report unusual behavior.
- Assess the need for facility maintenance and repair, and notify appropriate personnel.
- *Collaborate* with counselors to develop counseling programs that address the needs of individual students.
- *Plan and implement* social, educational, service learning, and passive programming as well as supervise the programming of Resident Advisors.

Notice that no verbs are repeated. These action verbs can be used in the cover letter and resume. Repeating the same words creates monotony and palls readers.

Skills *These can be used as a foundation for a Qualified By or Summary of Qualifications section, where up to 5 sets of skills are bulleted. The language used here can be applied to resumes and cover letters.*

Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Speaking — Talking to others to convey information effectively.

Coordination — Adjusting actions in relation to others' actions.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Negotiation — Bringing others together and trying to reconcile differences.

Time Management — Managing one's own time and the time of others.

Persuasion — Persuading others to change their minds or behavior.

Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

(B) JOB TITLE: 11-9033.00 - Education Administrators, Postsecondary

Plan, direct, or coordinate research, instructional, student administration and services, veteran services and other educational activities at postsecondary institutions, including universities, colleges, and junior and community colleges.

Sample of reported job titles: Dean, Registrar, Academic Dean, Provost, Academic Affairs Vice President, College President, Admissions Director, Dean of Students, Financial Aid Director, Academic Affairs Dean . Also consider titles such as Assistant to the above positions, Assistant Dean, Assistant Director, Associate Dean, etc.

Tasks

- *Advise* students on issues such as course selection, progress toward graduation, and career decisions.
- *Direct, coordinate, and evaluate* the activities of personnel, including support staff, engaged in administering academic institutions, departments or alumni organizations.
- *Recruit*, hire, train, and terminate departmental personnel.
- *Participate* in student recruitment, selection, and admission, making admissions recommendations when required to do so.
- *Formulate* strategic plans for the institution.
- *Plan, administer, and control* budgets, maintain financial records, and produce financial reports.
- *Establish* operational policies and procedures and make any necessary modifications, based on analysis of operations, demographics, and other research information.
- Participate in faculty and college committee activities.
- *Represent* institutions at community and campus events, in meetings with other institution personnel, and during accreditation processes.
- *Promote* the university by participating in community, state, and national events or meetings, and by developing partnerships with industry and secondary education institutions.

Tools & Technology. *This is useful during an interview where technology skills and experience are addressed.*

Desktop computers

High capacity removable media drives — Universal serial bus USB flash drives

Liquid crystal display projector — Liquid crystal display LCD video projectors

Notebook computers — Laptop computers

Personal computers

Technology

Data base user interface and query software — Student and Exchange Visitor Information System SEVIS ^{*}; Student information systems

Enterprise resource planning ERP software — Enterprise resource planning ERP systems; Jenzabar EX; Oracle PeopleSoft; SunGard Higher Education Banner Unified Digital Campus

Office suite software — Microsoft Office software

Project management software — Microsoft Project; SunGard Higher Education DegreeWorks

Word processing software — Microsoft Word

Cooperative Institutional Research Program (CIRP) Freshmen Survey
Your First College Year (YFCY) Survey
Diverse Learning Survey (DLS) Survey

- **Speaks to how important diversity is all across the country, and especially throughout American Higher Education.**

Higher Education Research Institute (HERI) Faculty Survey

* Software developed by a government agency and/or distributed as freeware or shareware.

SKILLS *These can be used as a foundation for a Qualified By/Summary of Qualifications section, where up to 5 sets of skills are bulleted. The language used here can be applied to resumes and cover letters.*

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

Speaking — Talking to others to convey information effectively.

Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Writing — Communicating effectively in writing as appropriate for the needs of the audience.

Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Coordination — Adjusting actions in relation to others' actions.

Instructing — Teaching others how to do something.

(C) JOB TITLE: 21-1012.00 - Educational, Vocational, and School Counselors

Counsel individuals and provide group educational and vocational guidance services.

Sample of reported job titles: Guidance Counselor, Counselor, School Counselor, Academic Advisor, Career Counselor, College Counselor, Career Services Director, Academic Counselor, Advisor, Career Center Director; also consider Assistant and Associate Director positions.

Tasks

- *Counsel* individuals to *help* them *understand and overcome* personal, social, or behavioral problems affecting their educational or vocational situations.
- *Provide* crisis intervention to students when difficult situations occur at schools.

- *Confer* with parents or guardians, teachers, administrators, and other professionals to discuss children's progress, resolve behavioral, academic, and other problems, and to determine priorities for students and their resource needs.
- *Maintain* accurate and complete student records as required by laws, district policies, and administrative regulations.
- *Prepare* students for later educational experiences by encouraging them to explore learning opportunities and to persevere with challenging tasks.
- *Evaluate* students' or individuals' abilities, interests, and personality characteristics using tests, records, interviews, or professional sources.
- *Identify* cases of domestic abuse or other family problems and encourage students or parents to seek additional assistance from mental health professionals.
- Counsel students regarding educational issues, such as course and program selection, class scheduling and registration, school adjustment, truancy, study habits, and career planning.
- Provide special services such as alcohol and drug prevention programs and classes that teach students to handle conflicts without resorting to violence.
- *Conduct* follow-up interviews with counselees to determine if their needs have been met.

Tools & Technology

Tools:

Desktop computers

Instant messaging platform — Instant messaging software; Yahoo! Messenger

Liquid crystal display projector — Liquid crystal display LCD projectors; Projection equipment

Notebook computers — Laptop computers

Personal digital assistant PDAs or organizers — Personal digital assistants PDA

Technology:

Analytical or scientific software — ACT WorkKeys; Centers for Disease Control and Prevention Epi Info; Computerized testing programs; Counseling software

Data base user interface and query software — Career Zone; Centers for Disease Control and Prevention CDC WONDER; Microsoft Access; Naviance Succeed

Electronic mail software — Email software; Microsoft Outlook; Yahoo! Email

Project management software — Palm Pal Transana; Productivity software

Word processing software — Microsoft Word

Skills

These can be used as a foundation for a Qualified By or Summary of Qualifications section, where up to 5 sets of skills are bulleted. The language used here can be applied to resumes and cover letters.

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Speaking — Talking to others to convey information effectively.

Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Writing — Communicating effectively in writing as appropriate for the needs of the audience.

Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.

Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Service Orientation — Actively looking for ways to help people.

PART TWO: WRITING A RESUME

The starting point of a job search is the job (description) of interest to you: Here is an example:

Posting Details: Director, Residential Student and Social Services

Salary Range:	\$47,872
FTE:	Full-Time
Negotiating Unit:	California Board of Avocado Growers and Surfers
FLSA:	exempt
Department Web Site:	www.hollywoodu.edu/residencelife/2011 (a)
Contact Person and Office to send any additional requested materials to (e.g., artwork, DVD):	Wynona Riddler Residence Life Office - Academy Hall 128
Contact Email:	wyridder@hollywoodu.edu
Contact Fax:	123-456-7890
Brief Job Description:	<p>By all means, access this web site to learn more about residence life at Hollywoodu. Spend time learning who's who and what they do!</p> <p>The Residence Life Office at Hollywood University offers an outstanding co-educational experience for approximately 2100 students living in 12 residential areas. The Residential Student and Social Services Director is a frontline educator / manager for the Family College and upper class residents residing within the Will Rogers Complex apartments. Responsibilities include (b) <i>supervision, training, and management of undergraduate student staff</i>; (c) <i>educational and social programming</i>;</p> <p>(d) <i>community development initiatives; judicial agent/referral officer</i></p> <p>(d) hall council advisement; facilities management;</p> <p>(e) <i>24 hour crisis intervention; on-call duty assignment</i></p> <p>(f) and a special advising assignment. The Residential Student and Social Services Director provides social services assistance for the participants of the <i>Family College Program</i>.</p> <p>(g) This position will assume responsibilities for a summer assignment (<i>summer school housing, summer conference</i></p>

coordination, staff training coordinator, facilities coordinator or housing assignments coordinator).

(b) Use synonyms for these action verbs in your cover letter and resume. Get out ye olde paper thesaurus or ye new URLs for Internet tools.

(c) Give examples where you created or coordinated similar programs.

(d) Learn about the community activities and judicial agent/referral process at Hollywood U. (Student, Faculty Handbooks) or question an RA or RD at the college. Cite examples of community development initiatives. Saying you endorse them is nice, but show you have a track record here.

(e) Know about the connection to the counseling center/health services during a crisis or emergency.

(f) Know what this Family College Program is all about in relation to social service provisions for students receiving these services.

(g) Highlight your summer program experience; if none, review other colleges' descriptions of summer orientation, bridge, housing, etc., programs and indicate in cover letter this is a program you know about and would like to implement.

This is a live-in position. It is limited to a 2 year renewable term appointments, for a maximum of 6 years, contingent upon a successful annual performance review. The position provides an on-campus apartment and full meal plan during the fall and spring semesters.

Required Qualifications:

Master's Degree. One year of residence hall management or clinical social work experience. Previous supervisory responsibility and management of staff. Experience coordinating social service agency referrals. Ability to communicate effectively within a diverse population of students, faculty and staff; demonstrated experience coordinating judicial conduct hearings; proficiency in Microsoft Office and Publisher. Must reside on campus throughout employment.

Preferred Qualifications:

Master's Degree in social work, college student personnel administration, higher education, or college counseling and development. (h) Two years of full-time post master's degree experience in residence hall management. Two years of full-time experience working as a counselor in a group home or social services agency. Demonstrated experience supervising graduate

	assistant staff in a college/university setting. Experience utilizing
	(h) The qualifications above can be summarized in a <i>Qualified By:</i> heading and also placed in a cover letter.
	Judicial Action software. (l) <i>Experience with Banner software, Map Works software, Student Voice software.</i>
	(l) If you do not have experience with these software programs, go on line and do some research and learn how they work. Most programs come with on line user manuals. At the least you can show interviewers that you are knowledgeable if not experienced.
Anticipated Date of Hire:	08-01-2011
Closing Date:	Open Until Filled
Required Applicant Documents:	Resume (professional) Cover Letter Names and contact information for 3 professional references Unofficial transcripts

Resume Format and Structure

Name and Addresses- See sample resumes (Cite Source). Clean and simple is best.

Here is one example enlarged for visibility.:

Peter A. Marlin, Ed .D., NCC, NCCC, CDFI, MCC

64 Willow Pond Drive

Rochester, NY 14611

585/123-4567(O) 585/234-5678 (Cell)

peter.manzi@waldenu.edu (I)

(l) Use a font style that is simple and readable. Don't get too cute or fancy. Save the artsy stuff for

personal correspondence.

I suggest you use an Objective following the name and address.

Objective:

General: A counselor or coordinator position in HEOP;
Targeted: Assistant Director of Institutional Research,
Assistant Director of Planned Giving (Development)

QUALIFIED BY or SUMMARY OF QUALIFICATIONS (*Qualified By is shorter, a plus*)

4 to 5 bulleted summary of discrete skills sets

- Administrative, Management and Leadership Skills: (describe them succinctly, including financial management)
 - Writing, Editing and Research Skills: description
 - Counseling, Advising and Communication Skills: description
 - Public Relations, Advertising and Promotional (or Marketing) Skills: description
- NOTE: The terms you use following the bullets **must closely parallel** what skills are required in the job description.

EDUCATION

Highlight with bullets work based courses or experiences.

State University of New York (SUNY) College at Buffalo, NY

Master of Science Degree in Student Personnel Administration, December, 2010

- Internships: International Studies and Financial Aid, SUNY Fredonia – Fredonia, NY
- Graduate Assistantships: list these
- Independent Study – counseling, teaching and advising, XXXXX College – Oneonta, NY

Add BA/BS degree in same format, etc.

List any honors, (Deans list, high GPA, special awards, honor societies, etc.)

HIGHER EDUCATION EXPERIENCE

Educational Opportunity Program (EOP) Counselor – SUNY Geneseo, NY, March 2008 – May 2010

If you are applying for a Coordinator's or Manager's position, use the words coordinate and its synonyms:

administrated, supervised, directed, etc., more , especially in the first few bulleted items, to show these skills are primary.

Put the most relevant and impressive work activities first. In psychology, this is known as the primacy effect.

- Provided academic advisement and personal counseling to 60 economically and academically disadvantaged students
- Created syllabus and taught a 3 credit course for EOP freshmen, using Angel
- Maintained records of student contacts utilizing Microsoft Access
- Monitored academic progress of students on academic warning and probation
- Reviewed prospective and current students' financial aid awards using Banner
- Co-coordinated admissions recruitment plan through Cool Query and actively contacted prospective applicants
- Planned the annual EOP Awards Ceremony
- *Planned and executed the EOP freshmen summer orientation*
- *Successfully implemented academic interventions increasing the number of students off academic probation*

These last two items are very important so put them near the top of the list. The EOP Awards Ceremony becomes the last item.

ADDITIONAL EXPERIENCE

Cite interesting but more tangential work experience- *briefly*. Try to select examples that show your uniqueness or a different and dynamic side to your work life. People in general are attracted to energy.

ADDITIONAL SKILLS

Language, Computer related, etc. For the latter you can list specific programs, software applications, certifications, and systems, such as Angel and Banner. If you taught or trained others how to use these, even better!

If you have written anything for a publication, e.g. GASPA, ACPA, NYCSPA, etc. newsletters, a journal submission, Internet database submission, list it under the heading Publications and list it chronologically- most recent first. Publications and presentations demonstrate good writing and communication skills, professional development and ambition. If you have made a presentation at a conference, professional development event, and so forth, use the heading Presentations, and list it chronologically- most recent first. Consult the 6th edition of the APA Publication Manual for format for presentations and publications. See one example of paper, in this case, a newsletter article below:

Seneca, L. (2009, Feb.). Tips for being a successful graduate student. *GASPA newsletter*. Student Personnel Administration Program, Buffalo State College.

PROFESSIONAL ASSOCIATIONS/MEMBERSHIPS

List all professional affiliations and organizations you belong to, and start with national, then state, and then regional/local. Or you can list them alphabetically. List leadership roles, committee memberships, and so forth. Go to the *Occupational Outlook* on line and many occupations have a list professional organizations at the end of the job description. Some are free, others have dues.

REFERENCES: Available upon request

(Have this sheet ready for interviews or for mail requests)

Make sure you notify your references of the positions you have applied for and also provide them with a copy of your resume and the job or position description.

ADVICE: Always give a copy of your resume to as many people as possible for feedback. Many heads and pairs of eyes are better than one.

PART THREE: Pithy Resume Helpful Hints

If the first two parts were too intricate and you want to end with a quick snapshot of how to write your resume, read on.

DO:

- Make your resume attractive to the eye. Employers don't want to struggle while trying to read your resume.
- Keep it brief and to the point.
- When detailing your work history, start with Action Verbs.
 - o Make them into statements rather than sentences
- Write confidently and even boast about your accomplishments (when it's OK to do so!)
- Be Consistent
 - o If you abbreviate a month or a date, do it throughout your resume

DO NOT:

- Have grammatical errors or words misspelled.
- Use pronouns such as “I” or “My”
- Use a resume templates found on Microsoft Word or the Internet
 - o Think about how many people have Word and the Internet. That means people can have the same resume format as you! Remember, you want your resume to stand out (and be outstanding), not blend in!
- List your references on the resume
 - o This can be done on a separate sheet at the employer's request.

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