

# CONVERTING A CURRICULUM VITAE TO A RESUME: Use of the Executive Summary

by Judith Katz and Page S. Morahan

### **Resume Rethink for Academia and Science**

A resume is more than a door-opening document. When written thoughtfully it becomes a career planning opportunity. Among professionals in higher education, medicine, and many of the sciences a curriculum vitae (CV) is often sent when a resume is requested. What is often mistakenly sent as a CV is a document required internally by institutions to keep their files updated.

Whether it is this annually updated record of activity or a more determinedly constructed CV, the document is lengthy, all-inclusive, often poorly organized and difficult to gain information other than a listing of titles, publications, grants and the like. It can be likened to a laboratory data book full of raw data. We tell scientists that, as with raw data, the CV data needs to be analyzed and discussed for the greatest impact.

In working with professional groups like the Executive Leadership in Academic Medicine [ELAM] program we have suggested that an Executive Summary, a 2-4 page Resume, or a Prospectus be developed and sent accompanying the more traditional CV. Since any of these shorter forms are still relatively uncommon in academia or science, they provide candidates with a useful edge as well as helping them plan their careers more strategically.

What are the differences among these approaches? Resume writing, per se, however is not the purpose of this article. Rather our objective is to discuss two additional documents that can be used during the course of a job search or transition by an academic or scientist. These are the **Executive Summary** and the **Prospectus**. Examples of these two documents are to be found at the end of this article labeled **Appendix to Chapter 5: Executive Summary, and Prospectus**.

The Executive Summary provides a focused synopsis of background and achievements as they relate to the current career objective. It is particu-

larly useful when applying for leadership positions in academia. Used as an overview to the traditional long academic Curriculum Vita it provides the decision makers who are likely conceptual thinkers with pertinent bottom line information that can be scanned in 30 seconds. An accompanying CV can provide any additional details.

Two types of the Executive Summary are possibilities: a one-page version and a two-page version which is similar to the currently popular accomplishment based more functionally structured resume. Content areas are similar in both until the Experience section which is more abbreviated in the one page version.

**Each Executive Summary opens with clearly organized contact information:**

NAME,

Address(es),

Phone number(s),

email /fax numbers

(do not use those from your institution)

Your opening is an Objective Statement.

In 2-3 lines, the Objective provides:

A strong statement of the work you wish to do, or position you wish to hold.

An effective, but brief, statement of top strengths, skills and/or talents you bring.

Brief summary of results the employer can expect from hiring you (eg., generally one or more of these Profit improvement; Cost savings; Problem relief; Stress reduction).

Consider the following examples:

**OBJECTIVE**

An executive level position using proven organizational leadership, team building and financial management skills to develop top of the market, bottom line results, or:

Department chair position encompassing leading and mentoring staff, ensuring departmental goals are met in alignment with the college, and supporting strong student relations.

The Objective is followed by a Qualifications Statement. This allows the reader to understand why you feel you are qualified for the work or position your objective claims. Be brief and concise in paragraph form, or a combination of an opening paragraph followed by specific skills or abilities listed in bullet form. Start with the breadth and depth of your experience followed by supporting experiences/accomplishments. Add specific training and education that lends credibility or foundation for

your chosen work. If you have more than 14 years experience, replace the number with a non-descript but positive statement.

Consider the following examples:

#### **QUALIFICATIONS**

Over 7 years of progressively responsible experience leading and managing a basic science department, facilitating its growth from 15 faculty, students and staff and \$0.5 MM in annual grant revenues, to over 50 people and grants of \$2.3 MM annually. Or:

#### **QUALIFICATIONS**

Extensive and progressively responsible experience in project management and leadership, supported by B.S. and M.S. in Aeronautical Engineering.

Analyzed process/performance benchmarks

Applied models simulation/interpretation

Strategic application/resource allocation

Effective/persuasive communicator

The Qualifications section is supported by a section titled **Achievements**. This section shows you are an achiever, one who works and contributes beyond the expected job requirements. In priority order list and describe achievements that highlight your strengths and accomplishments as they relate to your objective. Be strategic in your choice, not exhaustive. For each show:

What you did that made the experience an achievement.

Who you did it for.

How you did it (in action words)

What results you can point to that will help the reader see you can perform the work or service that your Objective says you will. Where possible, quantify your results, such as per cent increased or reduced, or money saved. Readers are attracted by and respond to numbers. Because not all accomplishments are quantifiable, you can also present results in qualitative terms to show you have made a difference.

The following are a few examples of Accomplishment statements.

#### **ACCOMPLISHMENTS**

Founded interdisciplinary Clinical Centers for Women's Health, involving collaboration of four departments for clinical services and billing. Developed business plan; persuaded hospital and departments to join the effort which grew the unit from 4 clinics to 10 clinics per week; increased staff from 2 to 12 within 18 months and increased revenues by 30 per cent.

Initiated and moderated numerous seminars and product demonstrations for community organizations and clients. Persuaded community leaders

to donate time for panel discussion; identified hostile participants and defused conflicting positions; built rapport.

**Results:** Open community forum won acclaim, including excellent local newspaper and radio reviews; three out of eight client companies purchased new software packages.

Developed comprehensive program for delivery of services to students with disabilities, from design concept to implementation. Made services to students with disabilities a priority; engaged groups to design necessary modifications for access. **Results** included enrolling over 600 students with disabilities, more than any other college in the area.

Founded Office for Faculty Affairs. Engaged broad faculty/administrative group to design, implement and evaluate the first annual faculty professional development and performance appraisal system for the health sciences university. **Results:** Materials still in use seven years later, available on web site, and used as models by other medical schools.

Researched and investigated reasons for a financial paper backlog for two accounting departments of a major insurance company. Identified problems; assessed internal capabilities; set goals, planned and implemented procedures to correct the problem; reorganized the two inefficient departments into one. **Results:** Cleared 5000 items and 5-year backlog; reduced staff by 10 employees through natural attrition in less than 15 months; realized savings in excess of \$120,000 annually.

The Experience section is next. In this section, in reverse chronological order, is listed position title, institution, location, dates. In the two-page version you would amplify each position by describing key functions.

## **EXPERIENCE**

Division Chief, Neurology, University of Wisconsin, Madison,  
1994-present

Associate Professor, Medicine, 1993-present, or:

UNIVERSITY OF WISCONSIN, Madison, WI

1993-present

Division Chief, Neurology (1994-present)

Associate Professor, Medicine (1993-present), or:

(as an example for the two page version)

UNIVERSITY OF WISCONSIN, Madison, WI 1990-1999

Vice President, Operations (1996-1999)

Reported to the COO. Managed and maintained two computer systems; wrote training manuals; prepared planning documents; managed all new computer projects.

Assistant Vice President, Materials Management (1990-1996)  
Reported to the VP, Operations. Managed, hired, and trained procurement staff; planned and implemented computerization process for inventory control.

And now finally, the section most prefer to begin with, Education. This is also the place for advanced training. In reverse chronological order, list formal education and training.

#### **EDUCATION AND ADVANCED TRAINING**

MBA, Health Care, University of Virginia,  
Charlottesville, VA 2001

Executive Leadership in MCP, Hahnemann University, Philadelphia, PA  
1996, Academic Medicine Program

Fellowship in Nephrology, Johns Hopkins University, Baltimore, MD  
1988

Residency, Medicine, 1987

MD, New York University, New York, NY 1984

BA, Chemistry, Agnes Scott College,  
Decatur, GA 1980, or:

#### **EDUCATION**

MBA, Health Care, University of Virginia,  
Charlottesville, VA 2001

Fellowship, Nephrology Johns Hopkins University, Baltimore, MD  
1988

Residency, Medicine, 1987

MD, New York University,  
New York, NY 1984

BA, Chemistry, Agnes Scott College,  
Decatur, GA 1980

#### **ADVANCED TRAINING**

Executive Leadership in MCP, Hahnemann University, Philadelphia, PA  
1996, Academic Medicine Program

There are a few sections that might be considered if space permits and they are deemed pertinent for the particular position you are seeking. These include: Affiliations, Honors/Awards, Grants. Some advanced training may also be honors. Carefully choose where it is to be listed,

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because it can be listed only once. Examples: ELAM: HERS; Bridges.

An addition to the genre of shorter more focused and strategic summaries is the **Prospectus**. This includes identifying and contact information, an objective, a qualifications summary, and areas of expertise. An education section may be included if there is space. The prospectus is quite general and targeted – no places of employment or dates are provided. And, most importantly it is landscape formatted so as not to be confused with a resume or cv.

**WILLA T. JONES**

**125 S. Broad Street**

**Downtown, TN 57482**

**Home: (721) 557-9938/ Office:(721) 543-9732**

**Email: wtjones@aol.com**

**Objective**

Senior position in academic administration utilizing skills where I can make significant contributions utilizing my education, skill set and experience.

**Profile**

Creative, resourceful and detail oriented academic and administrative leader with expertise providing challenge and support for faculty and students in curricular, research and instructional areas. Settings have included private and public institutions, liberal arts colleges and professional schools.

**Areas of Expertise**

Management Functional Accomplishments

budgeting

faculty development

created Ombudsperson position

visionary

long range planning

student development

developed course evaluations

strategic conflict resolution

learning centers

established Women's Center

problem solver

**Feedback About the Executive Summary from Clients**

Over the past few years since these summaries have been recommended, several persons who have used them have commented favorably. Here are examples

“Can't say enough about the impact of sending a shortened resume with

the full CV when responding to an advertisement for a job. Just heard from "XU" and will interview at end of month for the Vice Chancellor of Research. I am still waiting to hear back from "ABU," where I interviewed a few weeks ago."

"This has been a really effective tool because it lets the resume 'do the talking' for you; something the vita is not designed to do. Please tell all how helpful and right it was to suggest using the resume format."

Recently a client left this message: When speaking to a head hunter screening candidates for an academic deanship, I was told that my materials were so wonderful that many of his questions were answered in the material sent to him, which included an executive summary or prospectus."

#### **About the authors**

**Judith Kapustin Katz**, Ed.D., is a transition consultant, career counselor, and executive coach. She is a licensed psychologist with more than 20 years of experience working with individuals and organizations in transition. She earned the AB with distinction in Psychology at Temple University; the MA in Psychology at the University of Michigan; and the Doctor of Education in Counseling at the University of Pennsylvania. She is certified in various career and organization development methodologies and in Cognitive Behavior Therapy. She began working in the outplacement industry in the late 1980s. She has served as a consultant to management teams and individuals in higher education, health care and business. Her areas of expertise and interest include: assessment; career development and transition consulting; career and outplacement counseling; change management; and coaching to enhance effectiveness. She has helped executives build or strengthen their teams, has provided developmental counseling to those needing to enhance critical competencies, and has coached faculty and administrators, managers and executives to make successful career transitions. Her experience in the field of career development includes: fourteen years as Director of Career Planning and Placement at Swarthmore College; consultant to the Graduate Career Development and Placement Center at The Wharton School of Business, University of Pennsylvania; faculty member of the HERS/Bryn Mawr Summer Institute for Women in Higher Education Administration; Founder and Director of Options for Women, a community-based career management service. She is currently Educational Consultant at Temple University School of Medicine and a faculty member with ELAM (Executive Leadership in Academic Medicine). Her background in higher education also includes experience as Dean of Students at Moore College of Art and Design, as senior staff psychologist at the University of Pennsylvania's Counseling Service, and as

counseling psychologist at Haverford College and at Philadelphia College of Art (now, University of the Arts).

She has authored professional articles and made numerous presentations in her areas of expertise. Her professional and community affiliations include memberships in the American and Pennsylvania Psychological Associations, the Philadelphia Society of Clinical Psychologists, and the International Association of Career Management Professionals. Recent presentations include: "MBTI: Team Building, Work and Communication," NACWAA/HERS Institute for Administrative Advancement, June 2001; "It's Your Plan: Career and Resume Development." AAMC Health Services Institute, Spring 2001; "Capitalizing on Your Strengths at Each Phase of Your Career." Professional Development Program, Office of Women in Medicine. Temple University School of Medicine. April 2001; "Search Committees, Search Firms, and Your Next Position." Executive Leadership in Academic Medicine (ELAM). April 1997, 1998, 1999, 2000, 2001.

Contact her as follows

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**Page S. Morahan, Ph.D.**, is an independent career coach and leadership development consultant. She has been in academic medicine for over 30 years, as a biomedical researcher, department chair, and senior level academic administrator. Her present work focuses on career consulting with individuals; the design, implementation and evaluation of leadership development programs for organizations; and research on advancement of women. She is Co-Director of the national Executive Leadership in Academic Medicine (ELAM) program for women, to increase the number of women in leadership positions in medical and dental schools in the U.S. and Canada. She is also Co-Director of Institutes 2001 and 2002 sponsored by the Foundation for the Advancement of International Medical Education and Research. She is the Founding Director, National Center of Leadership in Academic Medicine. She holds MBTI and Center for Creative Leadership Benchmarks certified professional status, and has published over 50 articles on advancement of women, and on career, faculty and leadership development for journals, including *Academic Medicine* and *Academic Physician and Scientist*.

Contact her as follows:

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**The Gatehouse, 3300 Henry Avenue, Philadelphia, PA 19129**

**Tel: 215-947-6542; FAX: 215-947-4025**

**e-mail: psmorahan@att.net**



## Appendix to Chapter 5: One-Page Executive Summary

**Samuel Boyd, Ph.D.**

134 Prospect Avenue  
Milwaukee, WI 53212

T: Home 414-534-7891 Off. 414-706-1432

E: [Samuel.Boyd@MCW.edu](mailto:Samuel.Boyd@MCW.edu)

### Objective

Department chair position, leading and mentoring staff, ensuring departmental goals are met in alignment with the college, and supporting strong student relations.

### Qualifications

Extensive experience in research project management; teaching and mentoring graduate students, fellows, staff and faculty; and academic and scientific disciplinary leadership.

### Accomplishments

- *Multidisciplinary research group in molecular endocrinology of diabetes.* Over 15 years of continuous research support totaling \$10 million; funded collaborations with clinicians and pharmaceutical industry; patent pending.
- *Connect/ persuade people to accomplish challenging tasks.* Developed Program Project among three institutions, now in 7<sup>th</sup> year of funding.
- *Reorganize working groups for more productivity.* Designed successful , first-ever department retreat; developed new faculty merit review process, now in 3<sup>rd</sup> year of implementation.
- *Innovative problem solver.* Re-designed departmental graduate brochure and marketing approach and increased applicants by 35%; increased graduate program funding by dual-adviser role with local pharmaceutical industry; doubled graduate student publication rate through including manuscripts as chapters in Ph.D. dissertations.

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### Objective

Senior position in academic administration utilizing skills where I can make significant contributions utilizing my education, skill set and experience

### Profile

Creative, resourceful and detail oriented academic and administrative leader with expertise providing challenge and support for faculty and students in curricular, research and instructional areas. Settings have included private and public institutions, liberal arts colleges and professional schools

## Prospectus

<u>Areas of Expertise</u>		
<u>Management</u>	<u>Functional</u>	<u>Accomplishments</u>
•Budgeting	•Faculty development	•Created Ombudsperson position
•Long range planning	•Student development	•Developed course evaluation
•Conflict resolution	•Learning centers	•Established Women's Center
		•Visionary
		•Strategic
		•Problem solver