



NURSING CAREER DEVELOPMENT

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Please Note...

The HRSA grant that funded this initiative ends June, 2008. The CPDM will transition to PDRI within Nursing Services (currently the home of Framework).

There will be some changes to processes and services as we embark on this transition.

More details coming soon!

SERVICES | CAREER ASSESSMENT | CAREERXEL | COACHING | RESUME/CV REVIEW | MENTORING | LIBRARY

Connect Your Career

at the

Center for Professional Development & Mentoring

Our Mission - It's All in Nursing!

It's all about connecting the possibilities in the dynamic profession of Nursing to fit your unique interests and goals as you navigate the stages of your career.

We Cover All Career Stages & Professional Levels:



- Student
- Entry-level Nurse
- Clinician
- Mentor
- Consultant
- Nurse Manager/Leader
- Re-entering
- 2nd Career
- Administrator
- Legacy stage

What's New...

- **NEW FEATURE:** "[Career Connections](#)"
Take a look at our featured nurses ~five exceptional nurses share their career journey.
- The CPDM and the Nursing Career Development website transitioning in June 2008 to Nursing Services' department of Professional Development, Research and Innovation, (PDRI) Director: Christine M. Pacini, PhD, RN with the assistance of the Nursing Recruitment & Retention department ~ More details to come.

Your Career & Professional Development

● Life-long Professional Development

Whether or not you embarked on your nursing career because of a love of the profession or because of the abundant opportunities, it is important to acknowledge that your career and professional needs are ever changing. Most likely there are opportunities for exploration and growth within your current position -- and if you consider the variety and vast opportunities within the broader profession, then your choices are even greater.

The need for nurses transcends the traditional care environments and should be considered as evolutionary options as you gain experience and valuable knowledge. Developing a mix of career choices that uniquely fit your interests, may offer the greatest rewards. Career coaching can provide the mechanics on how to best accomplish this.

Professional development is not just for the entry-level nurse - the services provided by the Center for Professional Development & Mentorship serve novice to veteran nurses, student to retiree - and everyone in between. Come see how we can help you *connect your career*.

● **It's about You!**

Effective career planning and professional development starts with self-assessment. Each of us bring unique traits and skills to our professions -- figuring out what yours are and how the ever changing stages of your career and personal life impact your career direction is key to successful career planning. We provide a variety of services and tools that are industry tested as being the most effective way to get you going on your career journey. Check out our easy-to-use, "no-cost" [services!](#)

The Center for Professional Development & Mentoring is supported in part through a federal grant from the Health Resources and Services Administration (HRSA), DHHS. Grant#: D65HP05254 2005-2008
Margaret Calarco, PhD, RN - Principal Investigator

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Contact Information

Location

6th floor of the NIB Building

Hours

Hours by appointment.

Please call ahead to guarantee office opening for walk-in service.

Telephone

(734) 936-4795

Address

300 N. Ingalls Building Ann Arbor, MI 48109

Room:6B04

Email

General Information: CPDM@umich.edu

Map

Click on map
to enlarge

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Career Connections

Meet five exceptional nurses, each with a unique story to share.



Recognizing mentors is what distinguishes Connie's story - read about how even now, finding a mentor is shaping her career direction. ...[read more](#)



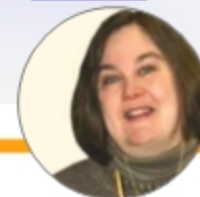
Colin finds a unique opportunity for professional growth in a challenging care environment ...[read more](#)

A wide variety of career choices have led Annette to being an avid advocate for the profession of nursing ...[read more](#)



As a Nurse Practitioner, Opal describes her career as coming full circle with stints in research, education, legislation ... [read more](#)

A chance at a second career in nursing meant an unwavering commitment to the education goals that Laura-Jean set for herself ... [read more](#)

**Editor's Note:**

This has been a fantastic project to work on as the five featured nurses are so enthusiastic about their profession. I think you will find them to be exceptional role models and wonderful examples of

Nursing at Michigan ...
The Michigan Difference.

If you are inspired by any of these stories and would like to work on **connecting your career**, [click here](#) to schedule an appointment with a Nursing Career Coach.

If you'd like to participate in possible future career profiles, [click here](#) for more information.

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Career Assessment

Why is career assessment and planning important?

**"You have to take life as it happens,
but you should try to make it happen
the way you want to take it."**

~ An old German saying

A quote from David Campbell's, (Ph.D.) book:

"If you don't know where you're going, you'll probably end up somewhere else".

Connect Your Career



- All career planning and professional development starts with self-assessment. Each of us bring unique traits and skills to our professions -- figuring out what yours are and how the ever changing stages of your career and personal life impact your career direction is key to successful career planning.
- An effective self-assessment process will provide the link necessary to connect your career to your values, goals, and passion and will reflect in planning appropriate career moves, developing an effective resume, and ultimately finding deep satisfaction in an evolving and purposeful career.

CareeRxel is the primary tool we provide, though there are many tools well suited for career self-assessment (check out our [resource](#) section for a few that we've located on-line).

We chose the CareeRxel product created by Sigma Theta Tau because it is ideally suited for the issues most commonly faced within the profession of nursing.

- CareeRxel is a six-session computer learning module (click here to [preview](#)), with a workbook component.
- The process can take anywhere from a few hours to several weeks. The more time you are willing to devote to this process, the more valuable and useful your results will be.
- The program is designed for immediate assessment, but is also meant to be utilized throughout the entire life-span of your nursing career. Hold on to your workbook upon completion so that you may refer back from time to time when assessing your progress.
- To further enhance and clarify your self-assessment results, schedule a [coaching appointment](#) with our career coach to review and discuss how to research options or implement a plan of action.

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Have you ever wondered...

...about your career direction?

...how to refocus your career?

...about your options for change?

...what it takes to renew your sense of enthusiasm and purpose?



CareeRxel for Nurses Sessions

Regardless of experience level or position, nurses will learn more about themselves, their strongest attributes, what they want out of their careers, and how to move their careers forward.

CareeRxel will guide nurses through a journey to help them achieve both high performance and high fulfillment at work on a daily basis. The *CareeRxel* course is a six-session program. Nurses can take each session or portions of a session at their own pace, providing them unparalleled flexibility to match their *CareeRxel* journey to their personal and professional schedules.

Session I: Career Mindset

Nurses and students will understand the differences between their professions and analyze their past career paths, their jobs, and their careers. They will be given the tools to adopt career mindsets and explore the high and lows of their past careers and work experiences.

Session II: Values

Nurses and students will discover their personal core values that fuel their own sense of meaning and passion. They will discover that when they are connected to their core values they are naturally energized, passionately engaged, and purposeful in their work.

Session III: Gifts

Nurses will identify those talents and abilities that are their unique expressions of greatness: their gifts. They will discover that when using these unique gifts they are maximizing high performance.

Session IV: Impact

Nurses and students will clarify and define the career impact they want to have. They will have identified their values and gifts and learn how to effectively connect those to the higher purpose of their careers and the needs of their organizations to make a meaningful impact.

Session V: CareeRxel Prescription

Nurses and students will identify personal areas for learning and growth. They will formulate their values and gifts into impact statements to build personal career plans or "career prescriptions" to achieve high performance/high fulfillment in their work lives.

Session VI: Moving into Action

Nurses will link short and long term goals by building action plans for their career development based on where they are today and the type of setting in which they work. Finally, because there is no finish line to learning, growing or developing, nurses will learn how to return to the teachings in this session to refresh their action plans and to continually renew their careers.

Learning Objectives

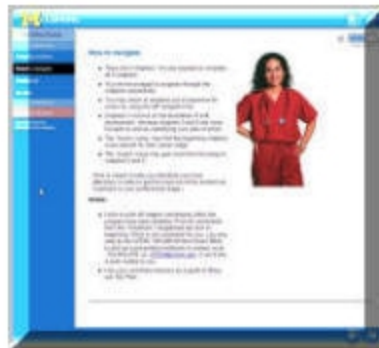
After completing the course, participants will be able to:

- Define the difference between a job and a career.
- Discover their personal core values.
- Identify their talents and abilities.
- Clarify and define their desired career impact.
- Develop a career prescription by aligning their core values and gifts to career impact statements.

Begin Program

(Must be a UMHS Nurse to use program.)

- You may use the computer work station within the CPDM, or sign out a program disk from the CPDM for home use.



Click to see larger screen-shot of CareeRxel program in MLearning

Send mail to CPDM@umich.edu with questions or comments about this web site.

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Career Coaching:

- A career coach can be the needed sounding board when there seems to be endless directions in which to explore.
- A coach can help you interpret the results of self-assessment tools and help you transform your findings into a unique career plan.
- Research is aided by a professional who knows which areas to steer you towards, whether it be further research into the most appropriate education program, or possible career paths. Direction provided can be: how to capitalize on the vast career information on the internet or by connecting you to a job shadowing opportunity.
- A career coach can help you polish up your image -- a review of your resume or practice interviewing skills will help you gain the competitive edge.
- A career coach can be the objective voice in your first steps in your career exploration and then may encourage you to seek further career guidance by helping you find a mentor.
- **How to set up an appointment with a Nursing Career Coach?**
 - Call: 734.936.4795
 - E-mail: CPDM@umich.edu
 - Click [here](#) to fill out an appointment request form.



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Appointment Form

Please add details of your appointment request in the comment section. It is best to give us a few different days and times that you might be available. You may also call the office directly to schedule an appointment time: 734.936.4795 or Email: CPDM@umich.edu

Please note: at this time, our department is only able to take appointments if you meet one of the following qualifications: 1. UMHS Nurse, 2. Student Nurse, 3. Considering becoming a nurse, (limited services).

Comments

Category

Please select one qualifying category ▼

Contact Information

Name

Title

Telephone

E-mail

Appointment interest:

[Hold down "ctrl" & click to select more than one]

Please select areas of appointment interest (Hold down "ctrl" & click to select more than one)

Career assessment & planning
 Resume review
 Interviewing skills
 Finding a mentor
 Job shadowing
 Educational program information
 Other -or- not sure at this time

Submit Request

Reset Form



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Thank you for submitting your request.

- We will be in contact with you shortly if you've requested an appointment, or posed a question.

Click here to return to the appointment [form](#).





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LIBRARY



Reading material available within the center regarding the nursing profession and career development. Come in and browse!

• Currently Available Resources

• Career Services:

- ***Building and Managing a Career in Nursing - Strategies for Advancing Your Career***, Terry W. Miller
- ***First Year Nurse: Wisdom, Warnings, and What I Wish I'd Known My First 100 Days***, Barbara Arnoldussen
- ***The 250 Job Interview Questions You'll Most Likely be Asked***, Peter Veruki
- ***The Everything New Nurse Book - Gain Confidence, Manage Your Schedule, and Deal with the Unexpected***, Kathy Quan, R.N., B.S.N., P.H.N.
- ***Tough Transitions - Navigating Your Way Through Difficult Times***, Elizabeth Harper Neeld, Ph.D.
- ***Resume Buzz Words - Get Your Resume to the Top of the Pile*** Erik Herman & Sarah Rocher
 - **Particular note of interest:** chapter on desirable traits for potential employers and lists 60 positive job-related traits.
- ***The Everything Cover Letter Book*** Burton Jay Nadler
 - **Particular note of interest:** chapter on e-mail etiquette.
- ***The Everything Job Interview Book - Answer the Toughest Job Interview Questions with Confidence*** Bob Adams
 - **Particular note of interest:** special situations: recent grads, career changers, and re-entering the job market.



• Mentoring:

- ***The Elements of Mentoring***, Brad Johnson & Charles R. Ridley
- ***Creating Mentoring & Coaching Programs***, Jack J. Phillips & Linda K. Stromei
- ***The Heart of Mentoring***, David A. Stoddard
- ***Mentoring***, Gordon, F. Shea
- ***Creating A Mentoring Culture***, Lois J. Zachary
- ***The Mentor's Guide***, Lois J. Zachary

• Periodicals/Trade Publications:

- A variety of periodicals available, stop by and see what we have!

* There are many excellent resources available regarding professional development and the nursing profession. The above list is in no way an indication of the only material we endorse; rather items we have been fortunate enough to gain for our library. If you have other recommendations that you feel are ideally suited for the nursing profession, please [contact us](#) and we will consider an acquisition for our growing library.

Do you have reading material to donate? We accept relevant reading material donated from nursing professionals -- just drop off at our center during open hours, or [conatct us](#) and we will arrange to have your materials picked up.

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Resume or Curriculum Vitae Preparation

By: Marietta Van Buhler

Building Blocks Building Blocks



A resume in it's basic construction is a presentation of selected credentials and facts that you choose and assemble to highlight your strengths and capabilities as it relates to the intended audience.

1 AUDIENCE

The first consideration in effective resume writing or CV preparation is to identify the intended purpose or the audience.

- Are you planning on getting your first job?
- Applying for an advanced position within your organization?
- Applying to a specific job with a known job description, or a general job category?
- Applying to grad school?
- Applying for a grant?
- Navigating the UMHS Framework process? ([Click here](#) to be directed to Framework suggested resume format for your portfolio.)

What's the quarter rule?
click [here](#) to find out

How do I use IQ²?
click [here](#) to find out

The subsequent resumes or CV you would develop for each of the above situations could be quite different. It is even possible that you will have several resumes prepared to best suit different situations.

2 SELF-ASSESSMENT

The next step towards the creation of your resume is a survey of your strongest credentials within the context of the audience or targeted purpose that you identified in the first step. If this self-assessment is a struggle, or if you are unsure of your target audience's expectations, you may benefit from a [career coaching appointment](#) where the fundamentals of career self-assessment and research can be explained. This process may be very useful in assisting you organize information within your resume or CV to your best advantage.

3 STRUCTURE

There are different resume structures to consider ("chronological", "functional", and "targeted" or "blended" are commonly known), that may be used to present your relevant qualifications in the best way possible, which is an important consideration when your resume is acting as a marketing piece. A well put together resume or CV could mean the difference between an opportunity and the rejection pile!

Generally, a format that works best will highlight your strongest credentials as related to the opportunity at hand. If you are at an entry-level point, a chronological resume showing the progression of your educational attainment may work best. If you are re-entering the work force -- a functional resume may give you a better opportunity to group skill sets as a way of demonstrating a combined competency profile.

[WHAT IS A CV & HOW TO USE IT](#)

[COVER LETTERS](#)

[THANK YOU LETTERS](#)

[NOT SURE YOU NEED A RESUME?](#)

[TIPS](#)

Hmm... I've always wanted to know these things.

A word of caution: Resist the temptation to simply fill out a resume template by cutting and pasting in your information; a lot of marginal information is clogging up resumes across America because resume templates tend to be used improperly. You really need to reflect on *your* strongest points and how best to present them, while being mindful of your target. So with that, "resume writing" tips (Yes, even this one!), need to be carefully considered.... think if the advice or format is really relevant to your situation and if it will enhance or hurt your unique presentation. A career coach is an ideal sounding board for these issues; don't hesitate to contact one when needed.

4 QUARTER RULE

With the above disclaimer firmly in mind, a format that works well in a variety of situations is a resume that uses a "Credentials" or a "Qualifications" section, which is usually a bulleted list of the four to five most relevant reasons as to why you are uniquely qualified for the opportunity.

When using your resume to apply for a new position, make sure you have the most relevant information that supports why you would deserve such an opportunity clearly presented within the first 1/4 page -- this is called the "quarter rule". If you don't capture a recruiter or manager's interest within the first 1/4 page of your resume, the chances that they will continue to read it is lessened.

The basic questions need to be answered in this section:

1. Who you are - (Name, address, phone and e-mail)
2. What you want - (Objective)
3. Why you deserve it - (Qualification or Credential section)

The remainder of the resume should follow a more traditional chronological format covering employment, education, affiliations etc.

5 OBJECTIVE

Detailing what *you* want, needs to be based on what you want in relation to a potential employer has to offer. An employer is looking to fill institutional needs, not honor your wish list. They are looking for a mutually beneficial relationship, matching their needs with yours. If your objective can reflect this, you will capture their interest. One of the easiest ways to do this is to make sure you have the exact title that the employer uses to describe their opening. Consider creating a customized objective for each resume you use.

WEAK OBJECTIVE:

Looking for an opportunity in a progressive organization where my skills can be utilized in a growth opportunity.

RE-TOOLED OBJECTIVE:

(Based on a job posting for a Nurse Manager position for a pediatric unit.)

Nurse Manager position capitalizing on my ten years of experience in Pediatrics and over 15 years in patient care overall.

6 QUALIFICATIONS / CREDENTIALS

This section should have 3-5 bulleted points that are the strongest reasons for, or support of, your stated objective. These statements can include specific or specialized work experience, special projects, exemplary or volunteer related accomplishments, unique capabilities, publications, summation of total time in your profession or specialty area, certifications, clinical placements, specialized training or education. (You would still list relevant education in a chronological order under your education section.)

The key here is to ask yourself what are the strongest reasons *why you* should be considered for the opportunity, and then articulating your accomplishment or capabilities to reflect this.

7 STRENGTHENING YOUR RESUME - IQ²

Improve the IQ quotient of your resume by developing meaningful statements. You can accomplish this by applying the IQ² rule. Check to see if you can further: Illustrate, Quantify, and Qualify your statements.

STATEMENT:

Worked in pediatric unit.

STRONGER STATEMENT (after IQ² treatment):

Worked in fast-paced pediatric unit for large metropolitan hospital.

EVEN STRONGER STATEMENT:

Worked over 10 years in 28 bed pediatric unit for a large metropolitan hospital with a diverse patient population.

A note regarding the last statement: make sure you pitch to the opportunity at hand – if the job posting has mentioned *diversity*, then this may be a good time to indicate that you have worked in such an environment. The trick here is to add value in relation to the posting.

For example: if the posting was for a small community hospital, then the statement regarding a "large metropolitan hospital" is not necessarily a "qualifier" for you for the opportunity (even though it may be a true statement). This potentially could be viewed as something about you that is in direct contrast to what the employer may be seeking. In other words: they may rule you out for a possible interview if they feel you would not understand the needs of a smaller community hospital, or they may think or assume that you desire a faster paced environment that they wouldn't be able to provide you.

You should consider reviewing and revising your strengthened statements within your resume for each opportunity or for each purpose your resume serves, and modifying as appropriate. There really isn't such a thing as "one size fits all", though you do not have to re-invent the wheel every time you need a resume. Small tweaks of a basic resume are easy enough to do with a word processing program. Customizing your resume for each unique situation is well worth the time investment.

Sometimes career seekers will defend generic or unspecific statements in a resume stating that they want to be considered for all opportunities and don't want to rule anything out. However, having a generic resume is usually the quickest way to achieve just this, 'ruling yourself out', as you don't stand out to the hiring organization.

A career coach can help you identify potentially important "value added statements" to focus on if you are having trouble with this.

Tips:

- If you are new to your profession, it is best to keep your resume to one page.
- It is OK to go over a page if you have relevant work history. (Make sure to include your name and a phone number across all pages; papers can become separated.)
- If you haven't included relevant certification (i.e. BLS certification, etc.), information within your credentials section, create a "certification" section at the end of your resume.
- If you are approaching more than 3 pages, consider a CV ([see below](#)) if appropriate.
- Consider summarizing work history that is older than 10 years (unless you are developing a CV), by creating a section titled "Other Work Experience". This way you can focus on information relevant to the objective and leave out information that is not.
- Generally don't include high school information, unless you are entry-level. In this case you should consider highlighting extra-curricular achievements or volunteer work you may have held -- room permitting of course.
- Knowing your audience will benefit your resume preparation. You can incorporate language and word choices that are familiar to your audience (if you have a job posting or an institution's mission statement, try to

incorporate the exact words that they use if applicable). You can identify or at least take educated guesses as to the items about you that they might be most interested in if you have taken the time do your research. (Use our research center or on-line resources to accomplish this.)

- Proofread and have a second set of eyes check your document as well. Spell check isn't able to identify correctly spelled, yet misused words.
- Not everything belongs on a resume, just your most relevant information. You stand to lose the reviewers attention if you fill space with information that you can't fully explain the importance or significance of in the context of the recruiter/manager's needs.
- Don't forget to review for meaningful statements by testing to see if you have: illustrated, quantified, and qualified statements (IQ²).

What is a CV and how do you use it?

CV's (Curriculum Vitae), are typically used in academic and research environments or for more established health care positions.

CV's are much lengthier than resumes as they detail your accomplishments in a chronological format that demonstrates your professional growth.

Memberships, affiliations, certifications, specialties, grant/funding awards, and speaking or publishing events are typically detailed in their own sections. A CV may be requested for application to grad school, or for submission along with grant applications. When applying for an academic position, typically a CV is more appropriate than a resume.

Cover Letters:

A cover letter is an appropriate way to introduce your resume and to cover capabilities or points of interest to your audience that may not be appropriately or adequately covered in the resume. You may cover your ability to meet other requested qualifications in a job posting that may be difficult to communicate in the format of a resume. For example: a request to be willing to work nights -- you can indicate your acknowledgment of this requirement and your willingness to accommodate it within a cover letter.

You should use a standard business letter format, making sure to have the name and title of the person you are addressing if known (if not, then address it to "fill in name of organization here Representative"), and the correct address.

Thank You Letters:

It seems that thank-you letters are a dying art -- which is unfortunate because good manners and common courtesy in the business world are never out of style. Keep in mind that you may not be interested in the job after an interview, but undoubtedly you are interested in your professional image -- which has a way of preceding and trailing you. Don't ever neglect to send a thank-you letter when you have the opportunity to do so; it is your opportunity to speak to your integrity and to respectfully acknowledge the reviewers/interviewer's time that they've spent considering you. Sometimes this very action has been the basis for a call back or a consideration for a yet unannounced opportunity.

Keep the letter brief; no more than a page. If you are interested in being considered further, indicate so and use the opportunity to reinforce important points that you may have not had the chance to fully cover in the interview.

Never really had the need to write a resume?

The process of identifying your capabilities and accomplishments as



they relate to your intended career direction is a beneficial process regardless of applying for a position -- it is something you should consider creating and revising periodically for no other reason than to clarify and strengthen your professional development path.

There are many excellent resources on the web for helping people write resumes, CV's, cover and thank you letters. There is also a growing trend to communicate this information by way of electronic mail. If you would like more information or assistance in fine-tuning your professional resume or CV, don't hesitate to contact the CPDM to set up an [appointment](#) with our Career Coach.

Send mail to CPDM@umich.edu with questions or comments about this web site.

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On-Line Resources

▶ NURSING CAREER INFORMATION

(Description of career titles within the Nursing profession)

▶ DEVELOPMENT

Mentoring
Cultural Competency
Legacy

▶ SPECIAL INTEREST POPULATIONS

Men
Minorities
Disabled
Students
Career Changers

▶ CAREER SERVICES

Self-Assessment
Career Planning

▶ SPECIALTY FIELDS

Research
Education
Policy

▶ UNIVERSITY OF MICHIGAN RESOURCES

Education
Professional Development
Work/Life Balance



▶ PROFESSIONAL SOCIETIES & ORGANIZATIONS

● NURSING CAREER INFORMATION

- [Nurses for a Healthier Tomorrow](#)
- [ANA Nursing World - Planning a Career in Nursing](#)
- [ANA Nursing World - Titles & Earnings](#)
- [Discover Nursing - Nurse Specialty Titles](#)
- [RN.com Nursing Specialties & Credentialing](#)

● CAREER SERVICES

SELF-ASSESSMENT

- [America's Career Info](#)
- [Skill profiler](#)
- [Career Voyages - Career Compass](#)
- [Advisor Team - Personality Type Testing](#)
- [Assessment.com - career assessment](#)

CAREER PLANNING

- [Personnel Today - Plan Your Career](#)
- [Resume Writing](#)
- [Interviewing](#)
 - [Experienced Nurses](#)
 - [Entry-level Nurses](#)

● Professional Societies & Organizations

- [Sigma Theta Tau International - Honor Society of Nursing](#)
- [The American Organization of Nurse Executives](#)

● Special Interest Populations

- [Discover Nursing - Nursing Students](#)
- [Discover Nursing - Men in Nursing](#)
- [Discover Nursing - Minorities in Nursing](#)
- [Discover Nursing - Nurses with Disabilities](#)
- [Career Voyages - Career Changers](#)

● *Also see Cultural Competency links below within "Development"*

● **Specialty Fields** (outside of patient care)

POLICY

- ANA Government Affairs - Federal Advocacy

EDUCATION & RESEARCH

- Sigma Theta Tau International - Building and Managing Your Career in Nursing:
Education and Research as Career Options

RESEARCH

- National Institute of Nursing Research
- Research Funding - UM Nursing Research Partnership

TEACHING

- iTeachNursing.org - Faculty Resource Center

● **Development**

- Cultural Competency:
 - The Providers Guide to Quality & Culture
 - Think Cultural Health (9 CE's free on-line course for nurses)
- Mentoring:
 - GEM Nursing - On-line Mentoring
 - PHS Mentoring - US Public Health Service Nursing
 - Mentor Tips - The Mentoring Group
 - Teaching Mentees Boundaries - The Mentoring Group
- Legacy development - Retire Actively, Sigma Theta Tau

● **University of Michigan Resources**

- UMHS Nursing Recruitment & Retention
- Framework
- School of Nursing
 - BSN
 - RN to BSN
 - RN-BSN-MSN
 - Second Career
 - Master's
 - PhD
 - Post Doc - T32
- Career Center
- Human Resource Development (HRD)
- The Center for Education of Women - CEW
- The Work/Life Resource Center

Non-Endorsement Disclaimer

The documents posted on this web site contain links to information created and maintained by other public and private organizations. These links are provided for the user's convenience. The University of Michigan Health System does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links is not intended to endorse any views expressed, or products or services offered, on these outside sites, or the organizations sponsoring the sites.



NURSING CAREER DEVELOPMENT

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Mentoring Program



Mentoring Program

**"Dignity does not consist in possessing honors, but in deserving them."
Aristotle**

**"People will forget what you said. People will forget what you did. But
people will never forget how you make them feel."
Bonnie Jean Wasmund**

Why Mentor?

- In the CareerRxel program (the main self-assessment tool utilized within the Center for Professional Development & Mentoring), the premise for career development centers around the cycles of your career. The "renewal" point within your career is a time in which the call to share your gifts is acutely felt. This stage is also considered "legacy development", or the desire to leave a mark in your profession. Mentoring ideally serves this need and it also serves to fill another need within the professional development cycle, that being the desire to master or acquire knowledge. Because mentoring serves dual professional development needs, it only makes sense to establish a venue for this cycle as a professional development service to both those seeking to share their gifts and those seeking to gain knowledge.

**"Have you had a kindness shown? Pass it on."
Henry Burton**

Scope of Mentoring Program

- The mentoring program provided through the Center for Professional Development and Mentoring (CPDM), seeks to coordinate and make appropriate mentor matches for a wide variety of nursing mentoring opportunities.
- The CPDM defines mentoring as an ongoing structured relationship between a Mentor with an established set of experiences and expertise within the Nursing profession, and a Mentee who seeks to develop professional competence in a trusting environment.
- Mentoring opportunities can exist in:
 - clinical care
 - advanced practice roles
 - research
 - publishing
 - education
 - administration
 - business
 - a variety of other possibilities
- In as much as we anticipate a wide variety of mentoring relationships, we have developed a structured approach to mentor training, yet an unstructured approach (or "situational mentoring"), within the individual relationships; preferring partners to collaboratively identify relevant objectives and goals.
- The CPDM Career Coach/Mentor Coordinator provides guidelines, coaching and general facilitation of the mentoring program.

[MENTEE SIGN-UP
INFO](#)

[MENTOR SIGN-UP
INFO](#)

[MENTOR
REGISTRATION](#)

[MENTORING
STATEMENT OF
UNDERSTANDING](#)





"Learning is finding out that you already know. Doing is demonstrating that you know it. Teaching is reminding others that they know just as well as you. You are all learners, doers, and teachers."

Richard Bach

The Process

Mentors:

1. Register
 - o [On-line registration form](#)
 - o Submit resume or CV to [CPDM](#) via email attachment
2. Attend a half day mentor training program - "Mentor Action Day",
 - o February 14th, 2007 (more training days will be scheduled later in 2007).
3. Complete on-line Cultural Competency module via MLearning.
 - o Completion required before mentee assignment, but not necessarily before training.
 - o Off-site access for MLearning:
sign in [here](#) with your level 1 UMHS password and select "standard" sign-in; a link to Mlearning appears at the bottom
4. Mentor match facilitated by CPDM Career Coach
5. Mentor initiates contact within one week of established match and completes the [Mentoring Statement of Understanding](#)
6. Complete program evaluation at end of mentoring term and scheduled exit interview with the CPDM Career Coach

Note: though mentor training is considered a paid time activity, mentoring is a personal time commitment.

Mentees:

1. Contact CPDM to set up an appointment
2. Submit resume or CV to [CPDM](#) via email attachment
3. Complete CareeRxel program prior to coaching appointment
4. Cover interest areas for mentor matching at coaching appointment

"Knowledge speaks, but wisdom listens."
Jimi Hendrix

Guidelines: (See [Mentoring Statement of Understanding](#))

- **On-line mentor resources**

Documents:

- **Mentor Application** - on-line registration form
- **Mentoring Statement of Understanding** (downloadable pdf)
- **Suggested mentoring activities** (to be developed)
- **Mentoring Exit Evaluation** (to be developed)

"Coming together is a beginning...Keeping together is progress...Working together is a success."
Anonymous



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To begin the process of becoming a registered Mentor:

1. Fill in requested information below
2. Forward an electronic copy of your Resume or CV to: CPDM@umich.edu
 - Upon acceptance into the mentor program, you will be required to attend a training session and to complete a Cultural Competency module.
 - We will contact you to discuss potential mentee assignments. You will retain the final decision as to whether or not you can accept an assignment at any given time as this is a commitment of your personal time.
 - You may withdraw from our registered mentor database at any time by simply calling: 734-936-4795.

Mentor Application Form

Category of Mentoring Capability:

[Hold down "ctrl" & click to select more than one]

Please select as many as are appropriate:

Clinical Care

Advanced Practice Roles

Administration

Education in practice environment

Education in academic environment

Research

If you selected "other", or wish to expand on any of the choices above, please do so here:

How long would you be willing to commit to a mentoring partnership?

- 3-6 months 6-12 months 1 year or longer It depends

Education/Certification:

[Hold down "ctrl" & click to select more than one]

Please select all that apply:

ADN

BSN

MSN

PhD

RN

LPN

BA or BS (other than BSN)

MA or MS (other than MSN)

Other

If you chose "other" please explain here:

Click checkbox if you have:

- Completed the Cultural Competency module through MLearning
- Attended a Mentor Action Day or Mentor Training provided by the CPDM
- Submitted your résumé or CV to the CPDM via e-mail

Briefly identify your reason for becoming a Mentor and/or goals:

Contact Information:

Name

Title

Telephone

E-mail

Pager:

Don't forget to send an electronic copy of your Resume or CV to: CPDM@umich.edu

Send mail to CPDM@umich.edu with questions or comments about this web site.

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Thank you for submitting your registration.

- We will contact you regarding Mentor Action day attendance if appropriate.
- If you have not already taken the required Cultural Competency module, you will be assigned the program in MLearning after you attend a training session.
- Click [here](#) to submit your resume or CV to the [CPDM](#) as an attachment to e-mail

Click [here](#) to return to the application [form](#).





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Practitioner's Guide: How to build a Center for Professional Development & Mentoring for Nursing Career Development

▶ DEVELOPING A CENTER FOR PROFESSIONAL DEVELOPMENT & MENTORING - HOW-TO MANUAL:

Complete guide to designing, developing and opening a center for professional development & mentoring within the nursing profession
Available spring, 2008

▶ MENTORING PROGRAM BUILDING INFORMATION:

- Mentoring program tutorial: [Mentor Training](#)

▶ CULTURAL COMPETENCY:

Available spring, 2008

▶ VIDEO MODULES

- Watch a 3 minute clip on what Center for Professional Development and Mentoring provides. *(Requires Flash)*



CPDM Flash Demo



In 2005, Nursing Administration within the University of Michigan Health System was awarded a three-year HRSA funded grant with the principal purpose of impacting nurse retention within the profession. The main premise was to have an impact on professional development and the facilitation of educational attainment as it applied to an individual's nursing profession and subsequent career plan.

Many components and programs comprised the funded initiative, including the following:

- On-site BSN program, (collaborative project with the School of Nursing and the U-M Health System)
- Expansion of a BSN internship, (externship), program to include ADN's
- The development and opening of a Center for Professional Development & Mentoring, (including a web portal)
- A formal mentoring program

Interwoven in all projects was a component of cultural competency and diversity education, especially as it pertained to the development of mentors and subsequent cultural competencies within the patient-care environment.

Dissemination of a "how-to" guide along with 'lessons learned' to the greater nursing community and profession is a component of the funding provided by HRSA. Our plans are to provide a manual as to how we designed, developed and implemented various components, primarily the career center and our mentoring program.

Our intent is to offer a blue-print should others wish to duplicate our program, as well as insight as to what worked and what didn't. Our hope is that our findings as a result of being funded by HRSA will benefit all within the Nursing Profession wishing to develop programs aimed at retention within nursing. Our belief is that you don't need to leave nursing to change careers and that development is not just for a position, rather one's profession.



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IN THE NEWS

Center for Professional Development & Mentoring

News Articles & Media Coverage

- July 29, 2005 -- [Grant awarded - U-M Health System for study of nurse retention](#)
 - May 06, 2007 -- [National Nurses Week](#)
 - May 24, 2007 -- [Press Release](#)
 - June 27, 2007 -- [U-M Tackles Need for Nurses](#)
 - [AONE](#)
 - [Nursing Spectrum / Nurse.com](#)
 - [University Research Consortium](#)
 - June 27, 2007 -- [WWJ covers U-M nurse retention initiative](#)
 - August 7, 2007 -- [Ann Arbor News - A Dearth of Nurses](#)
 - August 10, 2007 -- Marsh presents at 2007 Michigan Nursing Summit "*Building a Strong Nursing Workforce: Recruitment, Retention and Mentoring.*"
 - November 6, 2007 -- [Center's First Anniversary Milestone!](#)
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Frequently Asked Questions - FAQ's:

● Is there any cost for these services?

- There is no cost, only the requirement that you are within the grant specified targeted population which are: nursing student, UMHS nurse, or interested in becoming a nurse.

● Is this Framework?

- Not exactly - though both initiatives (CPDM & Framework), have a foundation in professional development.

- **"CPDM"** - Center for Professional Development & Mentoring, is a 3-year grant funded (2005 HRSA - "Power of One"), initiative in collaboration with UMHS Nursing Administration and the UM School of Nursing that serves student nurses and UMHS nurses. For more information: Power of One [grant white paper](#) (pdf).

- **"Framework"** The Professional Development Framework, is the model for professional advancement at the University of Michigan Health system. For more information: [UMHS Nurses link to Framework](#)

- Because "Professional Development" is one of the domains within Framework, the CPDM is a well poised resource for those who are pursuing advancement within Framework. Additionally, participation in the mentoring program may be one way to demonstrate your own professional development.

● I'm interested in going back to school; what resources do I have for continued education?

- UMHS benefits:
 - After six months of satisfactory employment, staff are eligible.
 - Full time staff may be reimbursed 75% cost of in-state tuition plus registration fees from UM classes, (up to 4 credit hours per term). Non-UM classes reimbursement is 75% or up to \$1,192 per term.
 - Part-time staff working at least 20 hours/week may receive reimbursement on a pro-rated basis.
 - Ph.D. course work is not reimbursed.
 - For more information, contact your UMHS manager or Human Resources at: 734-763-2387

- [University of Michigan School of Nursing programs](#)

● I want a job at UMHS; should I start at your office?

- The Recruitment & Retention department is responsible for recruitment and job placement. While our services are complimentary, the CPDM strictly focuses on an individuals career development. If you are interested in nursing career opportunities within the University of Michigan Health System, please contact the Recruitment & Retention department at: 1-877-NURSE-UMHS, or visit on-line at: [UMHS Nurse Recruitment & Retention](#)





- **Do I need to work through the CareeRxel program for an appointment; it seems like it may take too long?**
 - It is strongly recommended that you invest time in identifying your goals, possible barriers to such goals and developing your unique plan of action -- This is the corner stone for all other professional development activities including:
 - resume writing
 - educational attainment
 - career planning
 - career advancement or alternative opportunity research
 - We ask that in preparation for your meeting with our Career Coach that you work through as much of the CareeRxel program as possible as it will increase the value of your time spent during your appointment.
 - Completing the CareeRxel program is required in order to be assigned a mentor. The "goal" and "plan of action" developed through CareeRxel program are the basis for mentor matching and mentoring activities.

- **Will I be given release time to participate in the mentoring program?**
 - Mentoring is a valuable professional choice. You will retain the final decision as to whether or not you can accept an assignment at any given time as this is a commitment of your personal time, though mentor **training** is considered a paid time activity.

Send mail to CPDM@umich.edu with questions or comments about this web site.

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We collect and store: the name of the domain and host from which you access the Internet; the Internet protocol (IP) address of the computer you are using; the browser software and operating system you use; the date and time you access our site; and the Internet address of the website from which you linked directly to our site. We use this information to measure the number of visitors to the different sections of our site, and to help us make our site more useful. We also conduct web traffic analyses through which we track statistics such as which pages are visited in what order, where users come from, and how long users spend on our web site, but we never associate such information with specific identities.

We use a "cookie" on this site to distinguish new vs. repeat visitors in order to assess marketing efforts related to increasing web site views to new audiences. A "cookie" is a small text file that a web site can place on your computer's hard drive. Most consumers do not know that "cookies" are being placed on their computers when they visit websites. If you want to know when this happens, or to prevent it from happening, you can set your browser to warn you when a web site attempts to place a "cookie" on your computer.

When visitors register for CPDM activities:

Our web site contains forms through which you may request information or register for our services. In some cases, telephone numbers or e-mail addresses are required so that we can supply you with the requested information. In other cases, we may ask for additional information based on specific program requirements.

Registration forms provided on our site transmit your submitted information via e-mail to CPDM@umich.edu. E-mail is not a guaranteed secure method of data transmission. If you do not want to submit information to our department in this manner, do not fill out our on-line registration forms; contact us by postal mail or telephone. Information you provide us through these forms is stored securely offline.

Other Uses of Information

We may use the information you provide to contact you:

To inform you that additional CPDM activities are now available at our site, or to survey you about your interaction with our department.

We do not share our registrant's information with other institutions, except as may be required by law.

Change in Policy

As our Internet site evolves, we may collect additional information or may use information in new ways. If our information practices change, we will modify this policy statement and use for these new purposes only data collected from the time of the policy change forward.

Other Internet Sites

Our site provides links to other sites with information on topics that may be useful to visitors. However, we do not control those sites and are not responsible for their privacy practices.

Contact Information

If you have questions about this privacy policy or other questions regarding CPDM you are welcome to contact us:

Phone:

(734) 936-4795