

MPA Field Experience: Public Service Internships

Student, Faculty, and Mentor Handbook

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Purpose of the Public Service Internship

The purpose of the Master of Public Administration (MPA) Program is to provide students with a breadth of knowledge of public/nonprofit administration issues and to prepare them for careers in public service. The public service internship is an important component of the MPA degree program and is designed specifically for those students who have minimal or no work experience in the public or nonprofit sectors. An internship placement provides the opportunity for the student to apply concepts and skills learned in the classroom in a real-world work setting and to build a work history of relevant experience that will assist the student begin their public service career.

Internships primarily are to provide a learning experience for the student. Secondly internships provide a valuable community service to the agencies where students are placed in offering assistance on needed and valued projects and bringing new ideas to practitioners.

General Guidelines for Internship Experience

The public service internship experience enables the student to gain first hand knowledge about the practice of public/nonprofit administration and the obligations of those in public service, both to the public and the profession. Therefore, the internship experience should be carefully integrated into the student's overall academic program, building both conceptual and practical knowledge but also testing skills and attitudes developed in the classroom.

The internship is a joint responsibility of the student, the MPA Internship Coordinator, academic mentor, and the agency internship mentor. Agency internship mentors should come from the work world where policies and programs are formulated, developed, and implemented. Although mentors need not have advanced degrees, they should have relevant and substantial experience, be decision-makers, have access to the agency's top level managers, and have the time and desire to work with students. Careful planning and coordination throughout the internship is necessary to ensure a successful internship experience. Monitoring of the student's progress will be accomplished by meetings of the students, internship coordinator, and agency mentor. When problems or concerns cannot be resolved with the MPA Internship Coordinator, they should be referred to the MPA Graduate Coordinator.

The student should become familiar with the overall public/nonprofit agency's mission and how the internship assignment or project(s) relates to the mission of the agency. One effective way of familiarizing the intern to the overall organization is to provide departmental or divisional rotations where students spend an extended period meeting with each manager to learn how that unit fits into the organization as a whole. Additionally, exposure can be gained through assigning a comprehensive project which involves contact with the main areas of the organization. *Ideally, a combined rotation-project method allows students to benefit from the advantages of both approaches. Assignment to a major project, however, is a mandatory component of the internship.*

Requirements

MPA students, with minimal or no relevant public or nonprofit work experience, are required to complete three semester credit hours of public service internship experience (PADM 7610-Internship) prior to graduation. The internship requires a full-time or nearly full-time (30-40 hours per week) semester long assignment and a minimum of 300 on-duty hours over a minimum of ten weeks.

Student Experience Differentiation: To assure that the public service internship requirement is a value-added experience that meets students' respective educational and career goals, the MPA Program differentiates between pre-service and in-service students, as follows:

1) Pre-service students: For those students with minimal or no government or nonprofit agency work experience, "pre-service," the public service internship is required. Although only 300 on-duty hours are required, pre-service students are encouraged to have an entire semester experience. The quality of the experience should serve to increase the career placement opportunities for the student.

2) In-service students: For those students with at least 600 hours of regularly scheduled government/nonprofit, professional work experience, "in-service," the MPA program offers two alternatives. Professional experience includes job categories normally categorized as managerial/professional, technical, etc. This would not include purely clerical or wage-grade labor activities. The student should discuss the various options to be considered as part of the student's advising process. The final decision as to the best alternative the student must follow rests with the MPA Graduate Coordinator, in consultation with the MPA Faculty Committee.

Alternative A: Request a waiver of the field experience requirement (see attached form) and satisfy the degree-hour requirement by taking a course relevant to the student's career path. This alternative is best suited for those students with relevant public/nonprofit experience at mid-level management or above.

Alternative B: Completion of a three semester hour internship for students who are changing careers or believe that their work experience does not adequately support their career goals. A traditional internship can serve as an effective career development vehicle. The internship will require a full-time or nearly full-time commitment.

Field of study/experience: The public service internship experience should be in the student's area of concentration and further the student's academic and career goals.

Timing: The internship placement should not occur before the student has completed at least 18 hours of graduate course work. Optimally, all basic core and concentration courses should be completed.

Requirements (continued)

Schedule: The actual field experience, project and report on the project will be completed according to the student's individually developed plan. **Students will need to notify the Internship Coordinator no later than one semester in advance of the planned internship to assure that the internship can be coordinated with the placement agency and agency mentor.** A permit will also have to be issued to allow the student to register for PADM 7610; students must have an approved contract prior to issuing the permit to enroll in the Internship Course. It is anticipated that most students will accomplish their internship experience in either the Spring or Summer Semesters; the internship experience should be completed when the student can devote considerable attention to the internship and be able to concentrate on the field experience without concern for course work. Students should not enroll in PADM 7610 unless they can be assured of completing all of the requirements

Hours: A three hour internship requires a minimum of 30 hours of work each week for no less than 10 weeks. In unique circumstances and with permission from the MPA Internship Coordinator and agency mentor, the weekly work schedule can be somewhat adjusted to fit the needs of working students but the total hour requirements must be satisfied, that is 300 hours for three credits, and last a minimum of ten weeks and a maximum of 6 months.

Effort and Progress Documentation: Students having a customized work schedule will need to complete a time log documenting their hours which should be submitted with their final paper to the Internship Coordinator. Students will submit a progress report at the mid-point of their internship to their faculty mentor. Students will also submit a progress report at the completion of their internship. Each report should be approximately 1 to 2 pages in length and describe the activities and learning as related to the internship objectives. Students must also periodically update their faculty mentor by e-mail as needed.

Internship Portfolio: Students will complete a Portfolio that documents their learning experiences during the internship. Deadlines for completion of the Portfolio will be negotiated with the Internship Coordinator. Refer to the section, "Internship Portfolio," for an explanation of the required components that will need to be completed. The portfolio requirements will be discussed during internship information sessions that will be held during the academic year.

Special Consideration: The MPA Program is aware that working students may need a certain degree of flexibility in satisfying the field experience requirements. Requests for special consideration of any of the requirements should be submitted in writing to the Internship Coordinator with a brief explanation justifying the request. Approval will require consultation with and agreement by the MPA Faculty Committee.

Responsibilities

Student

Planning for the Internship Experience

1. As students work on various course assignments and make contacts in the community, they are encouraged to identify potential internship opportunities. The student should focus on areas that will build depth in the student's concentration area.
2. Meet with the Internship Coordinator early in the semester preceding the internship semester to discuss general internship needs, areas of interest, and possible internship sites/projects.
3. The responsibility for identifying appropriate placement sites is shared jointly by the intern and coordinator. The student, however, is responsible for taking an active and lead role in this identification and decision process to assure the best fit with the student's career goals. The internship coordinator serves as a facilitator of the process and can suggest possible placement sites but students know best their interests and constraints and thus can best negotiate an arrangement with the placement organization.
4. As planning becomes more concrete, submit to the Internship Coordinator a current resume, a brief explanation of the type of experience that is sought, a prioritized list of proposed internship sites/projects, and how the proposed experience meets the student's career goals. This should be completed no later than the second week of the semester preceding the internship semester and should be in a format that can be shared with potential agency mentors for review. Reach agreement on the most appropriate selection(s) to pursue.
5. To assure that the internship placement meets the student's needs and requirements, the student is responsible for arranging the internship placement with the organization and agency mentor.

Implementation Requirements

1. Upon the student's selection of an internship site/project and agreement by the placement agency, submit to the Internship Coordinator a draft Internship Contract (see attached form) describing internship goals and summary outline of the proposed experience.
2. Register for PADM 7610, Internship in Public Administration, during the semester that the internship will begin. Communicate briefly, but regularly, via e-mail, approximately every two weeks, regarding questions, and learning progress.
3. Request the agency mentor to complete the "Intern Performance Evaluation" form. Complete the "Student Evaluation of the Internship Experience." Both completed forms should be submitted to the Internship Coordinator.
4. Students are responsible for completing all required documents. Students should assure that a signed and completed "Internship Checklist" of all required documents is filed in their student folder.

Responsibilities

Student (continued)

5. Write and submit the final internship report in the form of a professional portfolio. Refer to the guidelines described in the section entitled "Internship Portfolio." Students may be requested to describe their internship experience to entering MPA students.

Internship Coordinator

1. Meet with individual students to learn about their placement needs and interests.
2. Working with other MPA faculty members, facilitate placement opportunities, soliciting placements and informing potential mentors about the internship policies and requirements.
3. Assist the student to establish realistic goals and objectives for the internship.
4. Keep the MPA faculty informed about issues and trends related to the internship requirements, program implementation, and program assessment by students and agency mentors.
5. Coordinate mentoring of the experience, with individual faculty members who wish to serve as the academic mentor and with agency officials who wish to serve as agency mentors.

Academic Mentor

1. Facilitate placement opportunities and inform mentors about the internship policies and requirements.
2. Communicate with the student and agency mentor early in the internship to complete the "Internship Contract."
3. Review and comment on the two progress reports; intercede if problems arise.
4. Ensure the quality of the internship experience by maintaining contact with the student, facilitate the student's integration of classroom learning with work experiences, and advise the student on building their final internship portfolio.
5. Review and grade the student's final internship report and portfolio.

Responsibilities

Agency Mentor

1. Provide an overview of the agency/setting of the internship. The overview should include:
 - a. Organization Chart
 - b. Program Goals, Objectives, and Activities
 - c. Key Stakeholders
 - d. Copies of Important Reports/Materials about the Program, including such materials as an Annual Report, Audit, Evaluations.
 - e. Listing of pertinent background reading
2. Explain work rules and procedures.
3. Meet regularly with the student.
4. Establish a funding mechanism for travel and other expenses if required for the student's project.
5. Introduce student to colleagues and agency executives if possible.
6. Arrange for attendance at a formal orientation if available.
7. Provide secretarial support if required.
8. Include student in both agency and outside meetings.
9. Allow student to shadow mentor whenever possible.
10. Complete the "Intern Performance Evaluation" form.

Internship Portfolio

The standard internship Portfolio should consist of the following components:

- / Learning Goals for the Internship
- / Internship Report (attach the two progress reports)
 - / Summarily Describe the Organization
 - / Summarily Describe the Experience
 - / Assess the Experience
- / Writing Samples/Creative Products

These are the minimum requirements. Additional components may be added by your agency mentor or the internship coordinator.

The professional Portfolio represents a valuable opportunity to document the application of formal knowledge gained in the workplace. Well-developed internship reports can be used to show potential employers your knowledge, skills and abilities, and professional acumen. Two copies should be prepared. One copy is for you to keep and one is for the MPA program. The cover must identify your name, agency placement, and show that this was an internship in the Graduate Program of Public Administration, at The University of Memphis. You should also include the semester and dates of your internship. Refer to the sample cover appended as Attachment A. Dividers for each of the sections will present a more professional appearance. However, professional substance is more important than glitz.

Evaluation: The criteria that will be used by the faculty to assess the student's internship portfolio include the following:

- a. **Relevance and Reasoned:** Students will be assessed on the degree to which they satisfactorily met their learning goals and the logic, organization, and clarity of the assessment of their experience.
- b. **Breadth and Depth:** An assessment will be made of the student's ability to integrate the learnings from the internship experience across the curriculum. This will include an assessment of the degree to which the student's conceptual comprehension goes beyond superficial understanding/familiarity with a few theories/concepts/models.
- c. **Application of Concepts:** Students will be assessed on their ability to describe concepts correctly but, most importantly, to demonstrate their practical understanding of how these concepts are illustrated/applied in public service organizations.

Internship Portfolio

Learning Goals

The purpose of the learning goals is to define the specific competencies and knowledge the student hopes to achieve in the internship. The statements should address the student's professional development goals and academic learning goals. Students should exercise careful attention to this component since it will define the internship experience. Avoid being too broad or superficial, such as Goal: To improve my communication skills. Think carefully about the environment in which you are working, the mission and structure of the agency, and the relationships the agency has with its key stakeholders. Refining the goal statements should be an iterative process and regularly discussed with your agency mentor and internship coordinator.

The goals of the internship should help the student and agency mentor keep track of the student's learning progress. By following the student's plan, the student should be better able to identify specific objectives for each week, questions that need to be researched, readings to complete, people to interview, meetings to attend, etc. The student's plan should specifically address the learning goals, activities that will be undertaken to meet these goals, and method of receiving feedback on the student's progress.

The learning goals should be thorough and reflect the student's personal work and learning style. Two common formats are outline and narrative. Whatever format is chosen, it should be presented in a clear, professional manner. As with all written materials, this document is representative of your skills and analytic ability. Examples of skills to consider in preparing learning goals are listed below.

Sample Learning Goal Statements:

1. Learn how to clarify and make explicit program goals and objectives; design and develop evaluation strategies related to such goals/objectives.
2. Assess the impact of government institutions upon the daily lives of Memphis citizens, giving specific attention to X Agency policies and procedures, to better understand pressures calling for government accountability.
3. Become familiar with program evaluation concepts and methodologies through an assessment of the performance of the X Agency in addressing its mandate regarding . . .
4. Evaluate and better understand the effects of the political process on X Agency's policy processes.
5. Build program management skills through being held responsible for designing and managing a major research project related to a homelessness program.
6. Develop skills and competencies in grant writing through assisting in writing four community grants.
7. Gain skills in grant management through examining and assessing how X nonprofit organization manages grants.
8. Understand how municipal government functions, with special attention to the

interrelationships among departments and the establishment/design of new programs.

9. Become familiar and competent in utilizing geographical information systems for program analysis.
10. Become competent in using geographical data in improving traffic control.
11. Further develop analytic skills through assisting on two research projects.
12. Become familiar with State legislative and regulatory processes.
13. Build program management skills through developing a new service-learning program for high school students, incorporating payroll management and performance assessment.

Internship Portfolio

Internship Report

This document is the student's written defense for receiving graduate credit for the internship experience and will serve as the basis for the Internship Coordinator's evaluation. The 13-17 page essay should:

I. Summarize the experience.

Develop an Executive Summary that is one page in length that highlights the key elements of what was gained through the internship experience.

II. Describe the organization.

A. Discuss mission; structure, including design, purpose, functions, etc.; programs, and clientele. Include an organizational chart.

B. Outline the funding sources and methods of securing funding for the agency. This discussion should address your comprehension of the agency's financial needs, problems, and strategies.

III. Describe the experience and assess the learning that occurred.

A. Outline your major accomplishments during the internship experience as they relate to each of the learning goals. Briefly describe your tasks and assignments. Explain any adjustments that were made. List any obstacles faced and methods used to overcome them.

B. Integrate the learning that occurred during the internship as related to the theoretical knowledge gained in the classroom (use citations from articles, books, class discussions), making at least five connections. Briefly discuss whether your definition of public service professionalism has changed. Refer to the evaluation criteria for additional guidance in completing this section.

C. Explain how your activities outside the formal internship added to the learning experience. Such activities could include such events as professional association meetings, conferences, workshops.

D. Explain what feedback the agency mentor provided about your strengths and weaknesses and your plan for addressing this feedback.

IV. Assess the experience.

A. Summarily assess the overall internship experience and quality of the work/task, professional, and career guidance received from the agency mentor.

B. Explain how the internship experience will further your career goals. Briefly discuss our future professional and/or academic plans.

C. Preparation of a journal or weekly self-assessment will help the student complete this component.

Internship Portfolio

Writing Samples/Creative Products

Writing samples allow the student to demonstrate written communication skills. The ability to put thoughts on paper, clearly and concisely, is one of the most important professional skills to master. The types of materials included for this component should highlight the type of writing skills relevant to the student's career goals and could include such products as letters, training documents, manuals, job descriptions, reports, and policy papers.

The final product(s) should be clear, professional, and appropriate to the internship experience. There is no specific length requirement but the materials should give a sense of the accomplishments achieved during the internship. Collectively, the materials should present a picture that documents the student's learning experience during the internship.

Attachment A
Sample Cover Sheet

Internship Report
*Improving the Performance of the
City of Memphis' Recycling Program*

John Q. Smythe
Graduate Program in Public Administration
The University of Memphis
Spring Semester 2006

Internship Placement: Solid Waste, Public Works Division
The City of Memphis

Agency Mentor: Sally M. Brown, MPA

Date Submitted: May 1, 2006

Date Approved: _____ Academic Mentor's Signature: _____

Attachment B

Previous MPA Internship Placements and Major Projects/Assignments

This listing is provided to help students generate ideas on potential internship placement and the types of projects/assignments they might wish to consider.

Internship Placement	Major Projects/Assignments
Office of the Comptroller, State of Tennessee	Policy Research; Program Evaluation
Memphis Housing Authority	Employee Training/Supervision of City Internship Program
City of Germantown	Senior Services Committee Support/Program Analysis
City of Germantown	Analyze Budget Trends/Research Financial Viability related to Improvements and Amenities
Muscular Dystrophy Association	Development of Employee Policy Manual
Friends of City Beautiful, Inc.	Organization Reorganization Plan
U of M, Center for Research in Education Policy	Project Evaluation
Memphis Area Homebuilders Association	Marketing/Special Event Management
Jackson State Community College	Personnel
Community Foundation of Greater Memphis	Grant Procurement and Disbursement
Federal Correctional Institute	Personnel/Case Management
Catholic Charities	Special Event Design and Management
City of Memphis	Performance Budgeting and Monitoring System
St. Patrick's Community Development Corporation	Affordable Housing in Memphis and Shelby County

**Public Service Internship Contract
Graduate Program in Public Administration**

This is an agreement entered by the student, Internship Coordinator, and Agency Preceptor. The purpose of this contract is to formalize the plan for the internship experience.

Please provide the following information:

Student Name:		
Student Address:		
Student Telephone:	Work	Home
Student E-mail Address:		
Agency:		
Agency Address:		
Agency Preceptor:		
Preceptor Telephone:	Work	Fax
Preceptor E-mail:		
Beginning Date:		
Ending Date:		
Schedule of Hours:		

A. Learning Objectives (What do you expect to learn that you do not know now?)

- 1.
- 2.
- 3.
- 4.

B. What major activities will be assigned?

C. What resources will be made available?

D. What two specific evaluation criteria should be used by Faculty to assess the Public Service Internship:

1.

2.

E. Schedule of Communication Plan with the Internship Coordinator (no less than every two weeks but can be informally accomplished through telephone/e-mail contacts)

Signatures

		DATE
Student		
Agency Preceptor		
Internship Coordinator		

**Petition for Internship Waiver
Graduate Program in Public Administration**

Student: _____

SSN: _____

Date: _____

Phone Number (can be reached during the day): _____

Justification:

Describe your justification for requesting a waiver of the internship requirement.

Documentation:

You must attach documentation of over 600 work hours of relevant, professional experience in a public or nonprofit agency.

Proposed Substitution:

a. Course: PADM NNNN _____

Recommend: Approve: _____ **Disapprove:** _____ **Date:** _____

MPA Graduate Coordinator: _____ **Date:** _____

Approved: _____ **Disapproved:** _____ **Date:** _____

MPA Division Director: _____ **Date:** _____

Petition for Six-Hour Internship
Graduate Program in Public Administration

Student: _____

SSN: _____

Date: _____

Phone Number (can be reached during the day): _____

Justification:

Describe your justification for requesting to have a six-hour internship.

Documentation:

You must attach a one-page resume. If you have already completed a three-hour internship, also attach a copy of the internship contract.

Approved: _____ **Disapproved:** _____ **Date:** _____

MPA Graduate Coordinator: _____ **Date:** _____

Student Internship Checklist

Graduate Program in Public Administration

Students should complete an internship checklist to assure that required documentation is being completed as required. When fully completed, submit to the Internship Coordinator for the student's file.

Student's Name _____ Phone Number _____

Area of Concentration _____ Semester and Year _____

Internship Location _____

Internship Title _____

Internship Documentation

Activity	Date Submitted/Completed Comments
Initial meeting with Internship Coordinator to discuss potential internship placement and activities	
Internship Contract	
150 Hour Progress Report	
300Hour Final Report Internship Portfolio	
Performance Evaluation by Agency Mentor	

Student Evaluation of Public Service Internship Experience

Graduate Program in Public Administration

Student's Name _____

Area of Concentration _____

Number of Internship Credits _____ hour Semester and Year _____

Internship Location _____

Internship Title _____

Agency Mentor's Name and Position _____

Evaluation of Major Project/Assignments

Please complete the following assessment of your internship experience. Use a rating scale of 1-5 to rate your experience, 1=Strongly Disagree; 2= Disagree; 3=Neither Agree or Disagree; 4=Agree; 5=Strongly Agree

Questions	Rating	Comments
1. My learning goals were met by the internship experience.		
2. My internship experience was clearly relevant to my career goals.		
3. I would strongly recommend this agency to other students.		
4. I would strongly recommend this agency mentor to other students.		
5. The internship report added value to my internship experience.		
6. The internship requirement is worthwhile for MPA students.		

Student's Evaluation of Agency Mentor

Please complete the following assessment of your internship experience. Use a rating scale of 1-3 to rate your experience, 1=Unsatisfactory, Did Not Meet Expectations; 2=Satisfactory, Met Expectations; 3=Very Good, Exceeded Expectations

Question	Rating	Evaluation Comments
1. How well did the agency mentor provide a good overview of the objectives, services, and activities of the program/agency where the internship placement was located?		
2. How well did the agency mentor assist you in establishing feasible tasks and assignments to meet your learning goals?		
3. How well did the agency mentor provide you with the resources necessary to complete your assignment(s)?		
4. Did the agency mentor meet with you at frequent enough intervals to provide teaching and appropriate guidance?		
5. Did the agency mentor meet with you at frequent enough intervals to provide feedback?		
6. If unforeseen problems arose, did the agency mentor help you revise your goals and objectives?		
7. Was the agency mentor receptive to your ideas and viewpoints?		

Agency Preceptor Evaluation of Student Intern Performance

Graduate Program in Public Administration

This form is to be completed by the agency preceptor and submitted to the Internship Coordinator who will assure that a copy is placed in the student's file.

Student _____

Preceptor _____

Organization _____

Please mark the rating category that best summarizes the intern's performance for each objective listed on the finalized Internship Contract. Use a rating scale of 1-4 to rate your experience, 1=Unsatisfactory, Did Not Meet Expectations; 2= Satisfactory, Met Expectations; 3=Very Good, Exceeded Expectations; 4=No Opportunity for Comment

Learning Objective	Rating	Comments

Please answer the following questions. Additional comments are welcome.

Describe the major assignments given to the intern. Briefly describe the major project that was the outcome of the internship and assess its impact on the organization.

Describe any particular skills that the intern has acquired or improved.

Describe the intern's ability to cooperate and communicate with others.

Discuss the intern's ability to make decisions.

Generally, in what area(s) did the intern seem strongest?

Generally, in what area(s) did the intern seem weakest?

Would you feel confident in hiring or recommending this intern for a job?

_____ **Yes** _____ **No** **If no, please further explain:**

What suggestions do you have to enhance the intern's career development?

Additional Comments:

Signature: _____ **Date:** _____

Title: _____

Thank you for mentoring this student intern in your organization. We appreciate your support of the MPA program and The University of Memphis.

If you have any questions regarding the internship program, please contact Dr. Joy Clay, Graduate Coordinator or Dr. Dorothy Norris-Tirrell, Division Director, at (901) 678-3360. Please submit the completed form to: Internship Coordinator, Graduate Program in Public Administration, P.O. Box 526108, The University of Memphis, Memphis, TN 38152-6108

Appendix

Resume

The resume that you create should be one that you believe best represents your experience and achievements. As you network and gain experience in your internship, you should become more informed about the type of knowledge, skills, and abilities sought by employers/firms where you might want to be hired. Some general suggestions and advice about resume preparation are described below. Advice can also be sought from the University's Office of Career Services.

A resume **must include** the following information:

- C Your name, address, telephone number, and email address
- C Educational background
- C Work history
- C Relevant honors or awards
- C Presentations and or Publications

A resume **may include** job objective or career goal, summary of qualifications, foreign language skill, memberships in professional organizations, military service, willingness to travel or relocate, and information on volunteer activities or hobbies if they demonstrate personal success. A resume **should not include** reasons for leaving past jobs, any reference to salary, personal data (such as age, height, marital status, health status), and names and addresses of references.

Especially for those early in their public service career, a resume should provide the reader with adequate information to have a sense of who you are as well as your work qualifications. Consequently, the student may wish to develop a two-page resume, with the first page summarizing the student's work experience but a second page that summarizes the student's life experiences, including such elements as a fuller description of the student's educational experiences, and/or volunteer, parent, community, or child-related activities.

There are two types of resumes recommended to describe work experience:

- t Chronological or historical**--presents the information in reverse chronological order, starting with the present or most recent experiences and moving backward in time. This resume type is the most common and recommended for most fields since job titles and organizations are emphasized and job responsibilities are described in sufficient detail to provide the reader with information on your career growth. To aid in reading the resume, only detail the last three-five positions or experience covering the last ten years. Education is also put in reverse order.
- t Functional**--emphasizes the writer's qualifications and abilities. This type of resume, consequently, focuses on skills and potential and can downplay possible gaps in past work history. This style is generally not recommended except when attempting a career change.

When writing your resume:

- T** Use action words (refer to next page for ideas)
- T** Use available software packages for assistance
- T** Use quality paper in either white or ivory color (Never send on copy paper)
- T** Keep your resume concise, but be sure to fill the page

Suggested Action Words for Resumes

Use of action words is essential if you wish to effectively display your job experience and duties and are especially relevant to public service careers. Action words present your work history in a positive manner and more fully describe your functional skills.

Abstracting	Facilitating
Administering	Initiating
Advising	Inspecting
Analyzing	Investigating
Budgeting	Observing
Calculating	Planning
Classifying	Predicting
Compiling	Preparing
Controlling	Programming
Coordinating	Promoting
Corresponding	Protecting
Counseling	Record Keeping
Creating	Researching
Deciding	Reviewing
Delegating	Selling
Designing	Supervising
Developing	Teaching
Editing	Translating
Estimating	Trouble Shooting
Evaluating	Updating
Examining	Writing
Fundraising	