

What is a Resume?

A resume is a one page summary of your skills, education, and experience. The resume acts much like an advertisement for a company trying to sell something. The resume is your advertisement. Just as a sneaker company spends countless hours (and millions of dollars) designing their latest advertising campaign, you too must spend a good deal of time creating, proofreading, editing, and **perfecting** your resume. A resume is one of the most important pieces of writing you will ever create. A solid resume is the key that will open the door to good jobs. Don't cheat yourself...work hard on it.

How long do employers typically look at a resume?

- A. Less than 30 seconds
- B. 3 Minutes
- C. 1 Minute

If you answered "A", you are correct. Employers often receive hundreds of resumes for a single position. They do not have time to pour over every word on each one. This increases the importance of the smallest details.

What should be included in a resume

Not all resumes are the same, but there are some common elements that they all should include. The necessary elements are:

Heading

Your heading should include the essential personal information. Your formal name (not nickname) should appear at the top and it should stand out above all else on the paper. You want them to remember who you are in less than 30 seconds. Also include your address (both permanent and temporary) and phone number. If you use email, include your email address.

Profile

I have seen many resumes that have a generic opening under an "objective" title such as "Looking for a position at your company where I can grow." There are a few things wrong with this. First, you state the obvious, which is unnecessary. It is assumed that you are looking for a job if you are submitting your resume. Second, you are talking about what you want and not what you bring to the table. Therefore, there is no point in stating the obvious.

The first part of your resume after your name and address should be a summary. It should be 1-2 sentences about you that: sums up what you have done; are looking to do; and sheds light on your character. A few good examples include:

Personable and well-groomed professional that has been successful in roles that required direct contact with customers and enhancing customer's experience in the retail and hospitality sectors

Experienced and credentialed healthcare professional that has been successful rendering services to the disabled, elderly, and children in hospitals and personal residences

Fit and experienced warehouse worker that has demonstrated comfort in shipping & receiving and production environments; working entire shifts on feet, continually bending & lifting to move heavy things, and operating machines

All profiles and summaries should be tweaked to be unique to you and the position you are applying (which will be supported in the rest of the resume). This will serve as your brand, similar to “Have it your way” makes you think of Burger King, and should be well thought out.

Education

As students, this should be your next section of information. If you are in college, you only need to include college because it is assumed that you have graduated from high school. For the same reason, high school students should not include information from junior high/middle school. You should specify the dates of attendance or graduation (or expected graduation). As a college student, include your major and the degree you expect to receive. Some people include education-related honors in this section. If your education is particularly relevant to a job, you may want to include a section titled “Relevant Courses.” In this category, you can list classes that might contribute to your employability.

Experience

(Also called “Work Experience” or “Employment Experience”) In this section, you should include previous employers, their locations, your dates of employment, and your job title. You may have to create a job title if you did not have one. You should include at least two one-line descriptions of what your job duties and responsibilities were. You can not assume that the job title explains what you did to all readers. Use action verbs to start each of these descriptions. Do not use “I” in descriptions.

Activities

Employers like to see people who have been involved in school or community activities. In this section, list special activities you participated in (prom committee) and organizations you joined (drama club, baseball team, etc.). Include the years in which you participated. Be aware, however, that some employers may eventually view this information as irrelevant. As high school students, this should not be a concern.

Summary of Skills

Some people use this section to include special skills or talents that are not included elsewhere on the resume, but would be relevant to the employer. Some possibilities are:

- Type 60 words per minute
- Fluent in French

References

Although it is common practice to put “References Available Upon Request” at the bottom of a resume, most career advisors say it is unnecessary. However, there is nothing wrong with taking a nicely printed list of personal references with you to an interview. You should have 2 - 3 people who have observed your work habits (employers, teachers, coaches, etc.) and 2 - 3 people who can speak about your character. Make sure you have asked their permission to include them as references. Only ask people who will speak well of you. Create a separate list of references including their names, addresses, employers, job titles, and phone numbers. It is best to list work numbers since some people don’t appreciate calls at home. You know an employer is interested when they request a list of references.

How to set up a resume

Your resume should be divided into distinct sections. The italicized words above are typical section headings. Do not label the heading section. Headings should stand out as boldfaced, larger text. Employers tend to have certain headings that interest them most. Make it easy for them to find them. Here are some suggested headers:

Major Headers (to be used in almost all resumes): Profile, Education, Employment History/Work Experience, School Activities.

Minor Headers (to be used if appropriate): Computer Experience, Associations, Certifications, Community Activities, Highlights of Qualifications, Honors/Awards, Interests and Hobbies, Projects, Relevant Courses, Summary of Qualifications, Volunteer Experience.

What are the types/formats most common for a resume

Chronological Resume

The chronological resume lists your job titles starting with your current or most recent employment and then goes back timewise. This format is good for demonstrating growth in a single profession. It may not be suitable for those just out of school or for those changing careers.

Functional Resume

The functional resume focuses on professional skills developed during your employment rather than on the when, where and what of each position. It organizes your experience in terms of skills and accomplishments. This resume format is good for career changers, frequent job changers and those with limited experience. It is also good for those who are returning to the workplace after a long absence.

Combination Resume

The combination resume is a combination of both the chronological and the functional format. It demonstrates your skills and experience as themes and then your employment experience follows chronologically. It is recommended for mid-career changers and recent graduates.

FUNCTIONAL RESUME

JOSEPHINE TELLER
325 Hillegass Blvd.
Berkeley CA 94705
(510) 123-4567

SUMMARY OF QUALIFICATIONS

- 15 years experience in the grocery industry as head clerk, checker, and cashier.
- Excellent reputation with customers as a competent, knowledgeable and helpful professional.
- Enjoy my work and consistently greet customers with a smile.
- Honest, reliable, and productive.

RELEVANT SKILLS & EXPERIENCE

CUSTOMER SERVICE

- Developed a reputation for **excellent customer service** by:
 - ...acknowledging the customer's presence and making eye contact;
 - ...greeting customers in a friendly manner, and giving them full attention;
 - ...taking time to answer a question or find someone else who could.
- Served as **product expert** on sophisticated items, directing customers to:
 - ...exotic spices and ingredients ...ethnic foods ...unusual gourmet items.
- **Increased sales** in the higher-profit Natural Foods Department (and increased customer satisfaction) by **advising customers** on bulk alternatives to name-brand items.

SUPERVISION

- As Head Clerk, **managed "front end"** of the store:
 - ...**Prepared daily schedules** for staff of up to 18 clerks, to assure maximum check stand coverage at all times;
 - ...**Assigned staff** to cover peak hours and continuous stocking.
- **Trained** new clerks.

ADMINISTRATIVE

- **Balanced checker's cash drawer** with consistently high level of accuracy.
- As **Office Cashier** for one year:
 - ...accurately balanced books and balanced deposits
 - ...answered phones ...prepared daily sales report ...made deposits
 - ...processed returned checks ...prepared monthly sales report for HQ.

EMPLOYMENT HISTORY

1994 - present **Retail Clerk, journeyman** CO-OP SUPERMARKET, Berkeley, CA
1993 **Buyer's Assistant** LILLY Department store, Oakland, CA
1989-93 **Manager's Assistant** WALLACE Clothing Store, Spokane, WA

EDUCATION

Business Classes, 1989 - SPOKANE COMMUNITY COLLEGE

CHRONOLOGICAL RESUME

BRIAN BRIARSSON
7667 West Highway 421
Silver City, NM 98765
123-456-7891

SUMMARY Experienced in pipeline and **oil field construction work**.
Since 1996, **specialist in asbestos abatement**, including job management and crew supervision.

WORK HISTORY

2005-present GENERAL SUPERINTENDENT, SPRAY SYSTEMS ENVIRONMENTAL, PHOENIX, AZ

- Superintendent for asbestos abatement contractor at Chino Mines of Hurley, NM. Supervise 30-person crew, set up jobs, oversee safety, order materials, assure that job is done on time.
- Current job involved setting up freestanding asbestos containments around 70-foot-high boilers in a working copper smelter. This has been accomplished with no disruption to plant operations or personnel.

1996-2005 SUPERINTENDENT, BCP CONSTRUCTION, PHOENIX, AZ
Asbestos abatement for schools, hospitals, and office buildings from Kentucky to California. Ran crews of one to four workers.

- Supervised complete asbestos abatement project for three floors of a highrise building (Mera Bank) in Phoenix, AZ.

1989-95 APPRENTICE WELDER, WAYNE HOUSTON WELDING, MEDICINE HAT, ALBERTA, CANADA

General welding duties, pipe cutting, and job set-up.

1985-89 ASSISTANT DRILLER, ROUGHNECK; VARIOUS OIL COMPANIES, ALBERTA, CANADA
Worked on large oil rigs.

EDUCATION & TRAINING

1999 Advanced Supervision of Abatement, Georgia Inst. of Technology.
1998 Certificate, abatement work in schools under Asbestos Hazard Emergency Response Act, Hager Labs.
1997 Abatement Supervisor Training, Georgia Inst. of Technology.
1995 Certificate, Welder First Class, Southern Alberta Inst. of Technology.

Is the format important?

The importance of the format lies in its consistency. There is no one best resume format. Remember to stick to one format. It shows off your organizational abilities.

Should I use complete sentences when describing jobs?

Not usually. Use action phrases instead. Leave out unnecessary words. Try to match your skills and experience with the employer's needs

Do the looks of a resume matter?

Absolutely! When sending a resume to an employer or college, don't skimp. Use white or off-white professional weight paper and black ink. Avoid using colored paper or fancy graphics in your resume unless the job you are applying for is in a career area that might stress this type of formatting (art, graphic design, advertising, etc.) Always print resumes using a quality laser printer.

RESUME TIPS AND SUGGESTIONS

1. Final hiring decisions are rarely based solely upon the resume. The resume is your advertisement (just like the Nike swoosh or McDonald's arches) that will get you an interview. The resume should be a concise, factual, and positive listing of your education, employment history, and accomplishments.
2. Make sure your resume is **PERFECT!** It only takes one error in spelling, punctuation, or grammar to cause an employer to stop reading. Ask people to proofread your resume. Go over it with a fine tooth comb.
3. Limit your resume to one page. Only people with a great deal of related experience should have resumes longer than one page.

4. One inch margins around the page and blank lines between sections will make all the information easier to read. Use a 10-point font size minimum and avoid overuse of italics, bold, and underlining.
5. Since you probably have little work experience, you will want to emphasize your accomplishments in and out of the classroom. Volunteer activities, hobbies, sports, honor roll, and student organizations are things that help define who you are and should be highlighted. List only recent honors and awards unless they are specifically relevant to the position for which you are applying.
6. Present your job objective in a manner that relates both to the company and the job description.
7. **Sell yourself!** Create a good first impression by highlighting skills and abilities appropriate to the position. If you don't sell yourself, your resume will stay in the pile with all of the others. Separate yourself!
8. Tell the truth and nothing but the truth! Employers will pick up on "little" white lies when they interview you.
- 9 Choose your words carefully. In a resume, you need to sound positive and confident, neither too aggressive nor overly modest. Do not use "I." Each description of your responsibilities should begin with a verb. The following words and phrases are intended as suggestions for thinking about your experience and abilities:
 accomplish; achieve; analyze; adapt; balance; collaborate; coordinate; communicate; compile; conduct; contribute; complete; create; delegate direct; establish; expand; improve; implement; invent; increase; initiate; instruct; lead; organize; participate; perform; present; propose; reorganize; research; set up; supervise; support; train; travel; work (effectively, with others)

For more action verbs, refer to this list of Action Verbs

DECISION MAKING

ACCEPT
 ACTIVATE
 APPROVE
 AUTHORIZE
 DECIDE
 RENDER
 REQUIRED
 SOLVE
 TERMINATE
 TEST
 ORGANIZE
 PLAN

MANAGEMENT

ADJUDICATE
 ANALYZE
 ANTICIPATE
 APPROVE
 DIRECT
 ESTABLISH
 EVALUATE
 EXECUTE
 MANAGE
 MEET

CHANGES

ACTIVATE
 COMPARE
 CREATE
 DESIGN
 ESTABLISH
 IMPROVE
 MAKE
 MODIFY
 STIMULATE
 UPGRADE
 TRAIN
 TRANSFER

PERSONNEL

APPRAISE
 DISCHARGE
 EMPLOY
 HANDLE
 INTERVIEW
 PROMOTE
 RECRUIT
 SCREEN
 SEEK
 SELECT

SUPERVISION

ADHERE

ADMINISTRATION

ADMINISTER

RESEARCH

ANALYZE

PLANNING & CONTROL

ACQUIRE

ASSESS
ASSIGN
COUNSEL
DEFINE
DELEGATE
DEMONSTRATE
DEVELOP
ENCOURAGE
EXERCISE
FOSTER
MANAGE
MEET
PARTICIPATE
REPORT
REQUEST
SUPERVISE

ENGAGE
FURNISH
INSURE
JUSTIFY
PROCESS
PROCURE
PURCHASE
RECEIVE
RECLAIM
REJECT
REQUISITION

COMPILE
DEFINE
DETERMINE
DEVELOP
EVALUATE
IDENTIFY
INVESTIGATE
PREPARE
PROPOSE
RECOMMEND
RESEARCH

ALLOCATE
ASSUME
CONTROL
EXTEND
FORECAST
FORMULATE
MEASURE
MONITOR
PLAN
PROGRESS
SCHEDULE

HELPING

ARRANGE
ASSIST
CONTRIBUTE
COUNSEL
GIVE
GUIDE
INITIATE
SERVE
SOLVE
SELECT
TRAIN

PERSONNEL

APPRAISE
DISCHARGE
EMPLOY
HANDLE
INTERVIEW
PROMOTE

COMMUNICATION

CONTACT
CRITIQUE
DECLARE
DISPLAY
INFORM
INTERPRET

EXTERNAL ACTIVITIES

COOPERATE
COORDINATE
NEGOTIATE
PUBLICIZE
REPRESENT
STRENGTHEN