

# Résumés

## Creating Your Own Self-Portrait

There is no “right” or “wrong” way to craft a resume, but the more time spent organizing the information you would like to present, the more likely your resume will ensure an accurate reflection of who you are.

- Focus:** The more you recognize who you are and what your accomplishments have been, the more your ability to project an accurate reflection of your experiences and unique skills will develop.
- Target:** A resume is not a generic description: it is about YOU and the employer you are trying to persuade. Utilize job descriptions to your advantage and give thought to what skills and experiences may be valuable to what the employer needs.
- Define:** Your goals will change throughout your life and so will your career objectives. Think about the field you would like to work in and consider why you would like to work in this field. Tailor your career objectives to your interests now.
- Eliminate:** Employers do not want to know about every activity you have participated in over the years or every class you received a good grade in, so eliminate extraneous details. If you had twenty seconds to tell an employer about yourself, what would you highlight?

## Types of Resumes

|  |  |
|--|--|
| <p style="text-align: center;"><b>Chronological</b></p> <p>Organized primarily by job title or organization name beginning with the most recent position. Employers tend to prefer this format because it is fact-based and easily skimmed. Resumes presented in this format demonstrate:</p> <ul style="list-style-type: none"> <li>• a consistent work history</li> <li>• names of recent and past employers</li> <li>• job titles showing growth and development</li> </ul> | <p style="text-align: center;"><b>Functional</b></p> <p>Organizes your experience by specific skills or accomplishments. While you may not use this type of resume during the first few years after leaving college, this resume could be a useful tool in the future. Sample categories of experience in a Functional Resume may include:</p> <ul style="list-style-type: none"> <li>• management</li> <li>• media and communications</li> <li>• political campaigns</li> <li>• teaching</li> </ul> |
| <p style="text-align: center;"><b>Combination</b></p> <p>Merges the best elements of the other approaches. You can use this format to present capabilities and transferable skills as well as highlight past positions.</p>  | <p style="text-align: center;"><b>Curriculum Vitae</b></p> <p>May be required for certain positions in the education and scientific fields. If you are going on to graduate school, you may be required to provide a structured list of items in addition to your work history such as:</p> <ul style="list-style-type: none"> <li>• education</li> <li>• publications</li> <li>• research projects</li> <li>• awards</li> </ul>   |

## Typical Resume Sections

### **Heading**

- Use a larger font for your name
- Include full name, mailing address, phone, and professional e-mail (remove the hyperlink)
- Spell out abbreviations (e.g. St.= Street), with the exception of states
- Include both local and permanent address if moving during application process

### **Objective (optional section)**

- Clearly define the type of job and organization, specifying skills as applicable

### **Summary (optional section)**

- Use three to five bullet points to highlight specific qualifications as defined in the job description
- Provide concise, unique descriptions of your experiences

### **Education**

- Include colleges attended for more than one year
- Include university name, degree, major, graduation date, and GPA (if above 3.0)

### **Experience**

- Document paid and unpaid experience that relates to the job (work study, internships, summer jobs, volunteer positions, etc.)
- Include organization name, position title, city and state, and dates of employment (month and year)
- State your skills strongly with: Action verb + Details + Outcome/Result (see examples)

## Tips for Electronic Resumes

Many companies and organizations accept resumes electronically and use scanning software to collect information from the resume first. When emailing a resume to a potential employer use these cautions:

- Follow the instructions you are given for submitting your resume on-line otherwise you might be eliminated as a candidate.
- Bullets, font size and underlining may be read differently electronically so use minimally.
- Label your attachments with your name. Example: “Anderson Resume, Finance Position”

- List most relevant and recent experiences towards top

### **Other Sections**

- List of key skills
- Honors or awards received
- Extracurricular activities
- Professional associations or memberships

### **Formatting**

- Balance text and white space
- Ensure headings and name stand out from the rest of the text
- Adjust margins to .5-1 inch
- Avoid using a template
- Use 10-12 point font
- Make your resume 1 page, possibly 2 pages, depending on experience
- Use past tense to describe past positions and present tense for current positions

### **Tips**

- Proofread!
- Use resume paper in white, cream or gray
- Do not use personal pronouns such as “I” or “my”
- Be brief, selective, clear, concise and specific
- Be positive and honest
- List competencies and skills
- Focus on accomplishments
- Seek feedback on the format and content
- Send a resume with a cover letter

- If your resume is requested in a Text File (.txt), you may need to convert it from your word processing program. Otherwise, use Microsoft Word format. Most software cannot read other formats. PDF specifically should be avoided because text cannot be extracted from most of these files.
- Include your resume as an attachment, not pasted into the body of the email.

## Write Strong Skill Statements

|  |
|--|
| <b>Strong Skill Statement = Action Verb + Details + Outcome/Result</b> |
|--|

### **Action word**

- Look at the job description and the information you've researched about the organization. Identify skills you think are necessary for the position.
- Use action words that address those needs.
- Vary your word choice. This helps your abilities sound more diverse and adds depth.

### **Details**

- Ask the following: Who/For whom? What? Where? Why? How?
- Use numbers to quantify your skills and experience.
- Vary the length of your skill statements. The majority should be one line only.

### **Outcome/Results**

- As a result of your action, what happened? Why was it important?

### **Examples**

*Before:* Answered phones

*After:* Responded to an average of 200 service inquiry calls per day in a helpful and professional manner

*Before:* Waited tables

*After:* Managed and maintained 10 tables, using interpersonal skills to ensure customer satisfaction through prompt, cordial service

## Objectives and Summary Statements

Creating a focal point for a resume often helps tell a hiring decision-maker what job or type of job the candidate seeks and what his or her top selling points are.

If you choose to include an objective, make it concise and specific. For example:

- **Objective:** To obtain a summer internship in the account management department of ABC Advertising Agency.
- **Objective:** To obtain (*position title*) with (*company/organization*).

A branding statement is another option for a focal point. It defines who you are, your promise of value, and why you should be sought out. A branding statement is a punchy "ad-like" statement that describes what you can bring to an employer; think of it as a sales pitch. Consider integrating these elements into your summary statement:

What makes you different? What qualities or characteristics make you distinctive? What have you accomplished? What is your most noteworthy personal trait? What benefits (problems solved) do you offer? For example:

- **Profile:** Sales professional poised to contribute strong interpersonal, communication, and organizational skills and experience to your organization in a front-line, customer-support role.
- **Profile Summary:** Customer-focused business professional eager to leverage more than 6 years of experience in corporate communications and community outreach.

## Action Words

Action verbs help you get to the point quickly and creatively and communicate your assets, experiences and accomplishments effectively.

|                      |                        |                          |                       |                        |                         |
|----------------------|------------------------|--------------------------|-----------------------|------------------------|-------------------------|
| <b>Communication</b> | Suggested              | Measured                 | Controlled            | Executed               |                         |
| <b>People Skills</b> | Summarized             | Netted                   | Converted             | Filed                  | <b>Teaching Skills</b>  |
| Addressed            | Synthesized            | Planned                  | Coordinated           | Generated              | Adapted                 |
| Advertised           | Translated             | Prepared                 | Decided               | Incorporated           | Advised                 |
| Arbitrated           | Wrote                  | Programmed               | Delegated             | Inspected              | Clarified               |
| Arranged             |                        | Projected                | Developed             | Logged                 | Coached                 |
| Articulated          | <b>Creative Skills</b> | Qualified                | Directed              | Maintained             | Communicated            |
| Authored             | Acted                  | Reconciled               | Eliminated            | Monitored              | Conducted               |
| Clarified            | Adapted                | Reduced                  | Emphasized            | Obtained               | Coordinated             |
| Collaborated         | Began                  | Researched               | Enforced              | Operated               | Critiqued               |
| Communicated         | Combined               | Retrieved                | Enhanced              | Ordered                | Developed               |
| Composed             | Composed               |                          | Established           | Organized              | Enabled                 |
| Condensed            | Conceptualized         | <b>Helping Skills</b>    | Executed              | Prepared               | Encouraged              |
| Conferred            | Condensed              | Adapted                  | Generated             | Processed              | Evaluated               |
| Consulted            | Created                | Advocated                | Handled               | Provided               | Explained               |
| Contacted            | Customized             | Aided                    | Headed                | Purchased              | Facilitated             |
| Conveyed             | Designed               | Answered                 | Hired                 | Recorded               | Focused                 |
| Convinced            | Developed              | Arranged                 | Hosted                | Registered             | Guided                  |
| Corresponded         | Directed               | Assessed                 | Improved              | Reserved               | Individualized          |
| Debated              | Displayed              | Assisted                 | Incorporated          | Responded              | Informed                |
| Defined              | Drew                   | Clarified                | Increased             | Reviewed               | Instilled               |
| Developed            | Entertained            | Coached                  | Initiated             | Routed                 | Instructed              |
| Directed             | Established            | Collaborated             | Inspected             | Scheduled              | Motivated               |
| Discussed            | Fashioned              | Contributed              | Instituted            | Screened               | Persuaded               |
| Drafted              | Formulated             | Cooperated               | Led                   | Submitted              | Simulated               |
| Edited               | Founded                | Counseled                | Managed               | Supplied               | Stimulated              |
| Elicited             | Illustrated            | Demonstrated             | Merged                | Standardized           | Taught                  |
| Enlisted             | Initiated              | Diagnosed                | Motivated             | Systematized           | Tested                  |
| Explained            | Instituted             | Educated                 | Navigated             | Updated                | Trained                 |
| Expressed            | Integrated             | Encouraged               | Organized             | Validated              | Transmitted             |
| Formulated           | Introduced             | Ensured                  | Originated            | Verified               | Tutored                 |
| Furnished            | Invented               | Expedited                | Overhauled            |                        |                         |
| Incorporated         | Modeled                | Facilitated              | Oversaw               | <b>Research Skills</b> | <b>Technical Skills</b> |
| Influenced           | Modified               | Familiarized             | Planned               | Analyzed               | Adapted                 |
| Interacted           | Originated             | Furthered                | Presided              | Clarified              | Applied                 |
| Interpreted          | Performed              | Guided                   | Prioritized           | Collected              | Assembled               |
| Interviewed          | Photographed           | Helped                   | Produced              | Compared               | Built                   |
| Involved             | Planned                | Insured                  | Recommended           | Conducted              | Calculated              |
| Joined               | Revised                | Intervened               | Reorganized           | Critiqued              | Computed                |
| Judged               | Revitalized            | Motivated                | Replaced              | Detected               | Conserved               |
| Lectured             | Shaped                 | Prevented                | Restored              | Determined             | Constructed             |
| Listened             | Solved                 | Provided                 | Reviewed              | Diagnosed              | Converted               |
| Marketed             |                        | Referred                 | Scheduled             | Evaluated              | Debugged                |
| Mediated             | <b>Data/Financial</b>  | Rehabilitated            | Secured               | Examined               | Designed                |
| Moderated            | <b>Skills</b>          | Represented              | Selected              | Experimented           | Determined              |
| Negotiated           | Administered           | Resolved                 | Streamlined           | Explored               | Developed               |
| Observed             | Adjusted               | Simplified               | Strengthened          | Extracted              | Engineered              |
| Outlined             | Allocated              | Supplied                 | Supervised            | Formulated             | Fabricated              |
| Participated         | Analyzed               | Supported                | Terminated            | Gathered               | Fortified               |
| Persuaded            | Appraised              | Volunteered              |                       | Inspected              | Installed               |
| Presented            | Assessed               |                          | <b>Organizational</b> | Interviewed            | Maintained              |
| Promoted             | Audited                | <b>Management</b>        | <b>Skills</b>         | Invented               | Operated                |
| Proposed             | Balanced               | <b>Leadership Skills</b> | Approved              | Investigated           | Overhauled              |
| Publicized           | Budgeted               | Administered             | Arranged              | Located                | Printed                 |
| Reconciled           | Calculated             | Analyzed                 | Catalogued            | Measured               | Programmed              |
| Recruited            | Computed               | Appointed                | Categorized           | Organized              | Rectified               |
| Referred             | Conserved              | Approved                 | Charted               | Researched             | Regulated               |
| Reinforced           | Corrected              | Assigned                 | Classified            | Reviewed               | Remodeled               |
| Reported             | Determined             | Attained                 | Coded                 | Searched               | Repaired                |
| Resolved             | Developed              | Authorized               | Collected             | Solved                 | Replaced                |
| Responded            | Estimated              | Chaired                  | Compiled              | Summarized             | Restored                |
| Solicited            | Forecasted             | Considered               | Corrected             | Surveyed               | Solved                  |
| Specified            | Managed                | Consolidated             | Corresponded          | Systematized           | Specialized             |
| Spoke                | Marketed               | Contracted               | Distributed           | Tested                 | Standardized            |

## Samples to Guide You

As mentioned earlier, there is no “right” or “wrong” way to craft a resume and the resumes included in this handout are only two of the various examples available. For more resume samples, please visit our Resource Library which has a number of books available for check out.

### **AUNDREA S. GAWN**

554 Stevens Drive, Woodbury, MN 55119

651-555-6657 | agawn01@hamline.edu

## OBJECTIVE

To obtain the Community Support Intern position at Fraser

## EDUCATION

### **Hamline University, St. Paul, MN**

Bachelor of Arts in Psychology, May 2016

Minor: Spanish

GPA 3.8, Dean’s List Fall 2012

*Relevant Coursework:* Lifespan Development, Abnormal Psychology, Psychology of Adjustment, Multicultural Perspectives in Psychology, Introductory through Advanced Spanish courses

### **Hamline University, Mexico Semester, Guanajuato, Mexico, Fall 2013**

Intensive travel and study of Mexico’s history, customs, traditions, politics, and religion

## RELEVANT EXPERIENCE

### **Resident Advisor, August 2013 - May 2014**

Office of Residential Life, Hamline University, St. Paul, MN

- Unified 20 first-year residents through the development and implementation of social, academic, recreational, and cultural activities
- Role-modeled, enforced and communicated college’s rules and regulations
- Managed \$200 budget to implement activities based on needs assessment

### **Student Activity Planner, August 2012 - May 2013**

The Hedgeman Center, Hamline University, St. Paul, MN

- Solicited \$5,000 in funds from several departments to support bringing national speakers to campus
- Organized a committee that marketed events and arranged guest accommodations
- Promoted events to campus and community to increase diversity awareness

### **Tutor, August 2011 - May 2012**

Minnesota Literacy Project, St. Paul, MN

- Enhanced a literacy program involving 50 children and 20 college tutors by restructuring programs
- Met and collaborated with tutors, parents, students, counselors, and social workers committed to helping improve reading scores

## ADDITIONAL EXPERIENCE

**Server, Perkins Restaurant, St. Paul, MN, July 2010 - September 2012**

**Barista, Starbucks, St. Paul, MN, October 2011 - May 2012**

**Server, TGI Fridays, Minneapolis, MN, May 2010 - November 2012**

## SKILLS

Fluent in Spanish and Conversational French

# Steven Nguyen

111 Converse Avenue

St. Paul, Minnesota

651-555-6556

Snguyen01@hamlineuniversity.edu

- Profile** Management professional who inspires others to achieve their highest potential. Demonstrated skill in developing a positive and productive work environment. Motivated and dependable in achieving goals.
- Education** **Bachelor of Business Administration**, Anticipated graduation May 201X  
**Management Major**  
Hamline University, Saint Paul, Minnesota  
GPA 3.5
- Experience** *Marshall Fields, Inc.*, Minneapolis Minnesota  
**Team Lead**, June 2011- Present
- Work 35 hours per week and attend classes full-time
  - Hire, train and supervise team members to ensure service expectations are met
  - Primary contact for scheduling, productivity, and staff issues for 15 team members
  - Empowered to make credit decisions up to \$50,000 for charge accounts
  - Selected to plan Guest Credit Operations summer picnic for 700 team members
  - Recognized for providing outstanding service to guests and store personnel
- New Accounts Processor**, October 2009 - June 2012
- Trained teammates on credit systems and phone etiquette
  - Earned numerous star performer awards based on department productivity standards
- Wilson's the Leather Experts*, Roseville, Minnesota  
**Sales Associate**, April 2009 - October 2009
- Gained a solid understanding of the retailer and consumer relationship
  - Consistently exceeded weekly sales goals by an average of 10 percent
- Leadership Activities** *Hamline University Varsity Track Team*, Saint Paul, Minnesota  
**Captain**, December 2011- May 2012
- Encouraged and led team through practices ensuring high morale
- People Serving People homeless shelter*, Minneapolis, Minnesota  
**Volunteer**, May 2010 - August 2010
- Facilitated age appropriate games, crafts and group activities for children ages 3 -17
- Honors and Awards** Presidential Achievement Award Recipient  
Dean's List

*Portions of this Resume Guide are from [Quintcareers.com](http://Quintcareers.com)*

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