

# **Resume Guide**

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# General Guidelines for Resume Writing

A resume is an outline (not an autobiography!) of your accomplishments that contains the strengths, skills, and qualities that make you a good fit for a potential employer or organization.

It is designed as a marketing tool to highlight your most relevant skills and experience to generate interest and interviews for a position.

Your resume should focus on the things about you that are most relevant to the position(s) you seek and should contain the following components:

- Description of your capabilities
- Description of your accomplishments
- Description of past jobs, with a focus on results
- Simple, brief descriptions of education, training, and relevant coursework

## Guidelines to follow:

### 1. Keep your resume to one page

Two pages only if you have worked full-time for a few years and have significant accomplishments. Your resume must be concise, focused, and clear in its presentation.

### 2. Know your audience

Research the industry/career field if you have narrowed your search and try to use key words that are used in the job description, such as computer skills, foreign languages, or job responsibilities.

### 3. Keep descriptions clear and to the point

Use phrases, rather than complete sentences, and avoid personal pronouns (“I” or “my”). Also avoid “Responsible for...” and “Duties include...” Use action verbs, such as led, developed, and organized, instead of passive phrases to give your resume strength.

### 4. Make sure your resume is error free

Pay careful attention to spelling, punctuation, grammar, and style. Proofread your resume carefully, using a dictionary and stylebook, and have it reviewed by someone with good language skills.

### 5. Focus on achievements and accomplishments, not time and activities

Quantify and qualify your skills, and use numbers and adjectives to give factual weight to your experience in terms of results and achievements.

### 6. Highlight for emphasis

The layout and use of italics, bullets, and bold type should lead the reader’s eye to the most powerful parts of your resume. Use crisp, clean lines and margins (one-inch margin minimum).

### 7. Supply accurate information

Falsification of any information has serious consequences and facts can be checked from former employers.

# Writing Your Resume

## Preparing to Write

Self-reflection is critical to writing an effective resume. Begin by making a list of everything you have done. A good rule is to concentrate on the last four years. For example, sophomores will most likely include high school experiences, while seniors will concentrate on their college years.

## Sections of Your Resume

### Heading

- Your contact information is your heading. Include your name, address, phone, and email (either student account or professional address, i.e., janejohnny@gmail.com)

#### *Examples:*

**John Johnny**  
12 West 34<sup>th</sup> Street  
Los Angeles, California 91121  
213-567-8910 ▪ john.johnny@gmail.com

*or:*

**John Johnny**  
12 West 34<sup>th</sup> Street ▪ Los Angeles, California 91121 ▪ 213-567-8910 ▪ john.johnny@gmail.com

### Objective (Optional)

- Use an objective only if your resume does not obviously relate your experience to the position to which you're applying
- Be specific in terms of the field to which you are interested or the type of work you desire
- Use active words such as "seek", "desire", or "obtain"
- The trend is moving away from listing an objective to listing a professional summary

### Summary of Qualifications, Professional Summary, or Profile Statement

- A qualifications statement summarizes your background and strengths and highlights your skills, areas of expertise, professional qualities and accomplishments
- Include information that is difficult to express in any other section of your resume—what you most want an employer to know about you
- Remember to use characteristics that are *relevant* to the position to which you're applying
- Always substantiate the claims in the summary of qualifications with facts elsewhere in the resume

#### *Examples:*

##### ***For a position teaching/tutoring adolescents in a charter school:***

- Excellent written and verbal communication skills
- Demonstrated ability to relate to children and adolescents
- Strong leadership qualities and cooperative team member
- Motivated, enthusiastic, sincere, with a passion for learning
- Solid background in liberal arts, with emphasis on analytic thinking

##### ***For a position working at a women's shelter, where Spanish is desired:***

- Skilled leader in various campus organizations with high-level multitasking skills
- Experience working in fast-paced and collaborative environments
- Superior communications skills with fluency in Spanish

- Committed to providing support and empowerment to survivors of domestic abuse

## Education

- Start with your most recent degree and work backwards (do not include high school)
- Include college name, location, degree pursued, and anticipated graduation date (do not use date range)
- You may want to include your GPA if it's a 3.0 or higher

*Here are some of the ways others have described the St. John's program—it sometimes helps to clarify what "liberal arts" means here as it is easily misunderstood in other contexts.*

**B.A., Liberal Arts**, anticipated May 2018

**St. John's College**, Annapolis, MD

All-required interdisciplinary curriculum, based on the great books of Western civilization, includes analysis of source texts in sciences and humanities, extensive essays and passed rigorous oral examinations, and presenting and defending arguments in a seminar setting. Course of study includes four years of philosophy, mathematics, and language, three years of laboratory science, and two years of music. **GPA: 3.5**

**B.A., Liberal Arts**, anticipated May 2018

**St. John's College**, Annapolis, MD

A richly varied curriculum that focuses on an integrated study of philosophy, literature, history, theology, political science, mathematics, music, and science.

**B.A., Liberal Arts**, anticipated May 2018

**St. John's College**, Annapolis, MD

All-required interdisciplinary curriculum that includes four years of philosophy, mathematics, and language, three years of laboratory science, and two years of music.

## Experience

- List most recent experience first (reverse chronological format), and for each position, always include the job title, company/organization, location, and dates of employment (*In some cases, you may want to divide your work experience into two categories: Related Experience and Additional Experience; or you can head them by experience topic, such as: Teaching Experience or Food Service Experience.*)
- Include anything that allowed you to develop skills in the field for which you are applying. Include volunteer positions, internships, summer jobs, clinical/field experience
- Focus the reader's attention on the most compelling evidence you have to offer in support of the job for which you're applying
- Use the vocabulary of your chosen field if possible
- Try to avoid having your resume look like a list of duties and responsibilities, instead indicate why it mattered that a particular task or function was performed, how it contributed to the employer/organization, and what resulted from your actions (*Instead of saying: Worked with children in a summer camp setting, say: Developed multiple daily activities for campers, ages 8-12, and prepared them for a successful end-of-camp performance.*)

## Additional Sections:

- Depending on your background, you may want to add additional sections to your resume, such as activities, honors, interests, hobbies, community service, computer/foreign language skills, professional affiliations, and/or volunteer experiences.

A resume example follows on the next page.

# Templates

## Jane Johnny

Street address ▪ Annapolis, MD 21401 ▪ Phone number ▪ john.johnny@gmail.com

### Objective

A Smithsonian American Art Museum two-semester Advanced-Level Program internship

### Education

**BA, Liberal Arts**, anticipated May 2017

**St. John's College**, Annapolis, MD

All-required, interdisciplinary curriculum with a strong focus on discussion, reading, and analysis. Based on the great books of Western civilization. It includes four years of language, mathematics, and philosophy, three years of laboratory science, and two years of music.

### Qualifications

- Experience representing an organization and giving tours
- Familiar with promoting and preparing for events on campus
- Interest in art and advertising, specific familiarity with sculpture and graphic design
- Excellent written and verbal communication skills
- Enthusiastic about learning, able to compile and present information in a clear and concise manner
- Proficiency with Microsoft Office and databases, reading knowledge of French

### Experience

#### Student Assistant

**St. John's College Admissions Office**, Annapolis, MD August 2016-present

- Assist admissions counselors with prospective student outreach by composing emails, carrying out mailing projects, and entering data into the Jenzabar CX database
- Conduct campus tours for visitors and answer questions in person, via email, or by phone
- Designed poster to recruit for the office's Student Ambassador Program

#### Cashier

**Tara Jewelry and Goods for the Soul**, Annapolis, MD May 2012-October 2013

- Worked independently assisting customers, creating displays and arranging merchandise
- Prepared merchandise for sale and maintained a clean, inviting environment

#### Office Assistant

**Womanship**, Annapolis, MD June 2011-August 2011

- Organized, copied, and typed documents for a women's sailing school
- Kept excellent records, and used the ACT! database to enter and export contact information
- Communicated with current and prospective students by email, postal mail, and telephone

#### Related Activities

- Team Captain in Kunai, the girls' intramural sports program and designer of informative posters for same (2015-2016, participant from 2014)
- Co-President of Storyteller's Guild and designer of twelve posters for club events (2015-2016, participant from 2014)
- Regular participant in pottery and alabaster sculpture Fine Arts workshops (2014-2016)
- Completed interdisciplinary art history course in senior year of high school (2012-2013)

Another way to present your resume information

## **Jane Johnny**

### **Qualifications**

- Experience representing an organization and giving tours as well as promoting and preparing for events
- Interest in art and advertising, specific familiarity with sculpture and graphic design
- Excellent written and verbal communication skills
- Enthusiastic about learning
- Able to compile and present information in a clear and concise manner
- Proficiency with Microsoft Office and databases, reading knowledge of French

### **Student Assistant**

**St. John's College Admissions Office**, Annapolis, MD August 2016-present

- Assist admissions counselors with prospective student outreach; compose emails, carry-out mailing projects, and provide database support
- Conduct campus tours for visitors and answer questions in person, via email, or by phone
- Designed poster to recruit for the office's Student Ambassador Program

### **Cashier**

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### **Education**

**BA, Liberal Arts**, anticipated May 2017

**St. John's College**, Annapolis, MD

A richly varied curriculum that focuses on an integrated study of philosophy, literature, history, theology, political science, mathematics, music, and science.

### **Contact Information**

Street address

Phone number

Email address

# Distinctions between a Curriculum Vitae (CV) and a Resume

**You will sometimes be asked to provide a CV rather than a resume. The documents are not always interchangeable. Here's a brief description of their unique qualities:**

The primary differences between a resume and a curriculum vitae (CV) are length, what is included, and what each is used for. While both are used in job applications, a resume and a CV are not always interchangeable.

**A Curriculum Vitae (CV)** provides a summary of one's experience and skills. Typically, CVs are longer than resumes - at least two or three pages and include information on one's academic background, including teaching experience, degrees, research, awards, publications, presentations, and other achievements. Most of the information is related to your academic background.

**A Resume** provides a summary of your education, work history, credentials, and other accomplishments and skills. There are also optional sections, including an objective and career summary statement. Resumes are the most common document requested of applicants in job applications. They should be as concise as possible, typically no longer than one page, although sometimes it can be as long as two pages. Often resumes include bulleted lists to keep information concise.

CVs are used almost exclusively in countries outside of the United States. In Europe, the Middle East, Africa, or Asia, employers may expect to receive a curriculum vitae. Within the United States, people in academia and medicine tend to use CVs rather than resumes. CVs are primarily used when applying for international, academic, education, scientific, medical or research positions or when applying for fellowships or grants.

**Here's an example of a CV:**

## Your Name

xxx Southgate Avenue ▪ Annapolis, MD 21401  
Phone number ▪ Email address

### PROFILE

- Engaged student with an extensive interdisciplinary background and skills that match enthusiasm
- Disciplined language learner who cares for grammar, syntax, and meaning
- Facilitative leader in class discussion whose participation is always constructive
- Strong writer who synthesizes seemingly disparate ideas
- Exceptional public speaker who makes concepts relevant and approachable

### INTERESTS

Early Judaism, Second Temple Judaism, Early Christianity in its Jewish context, the use of Old Testament ideas in New Testament theology, Jesus as the fruition of Jewish law and prophecy

## EDUCATION

2012 – 2016 St. John's College, Annapolis, MD  
B.A. in Liberal Arts, Anticipated Graduation: May 2016 (GPA: x.x)

## PAPERS

- 2016 *This Great and Terrifying Distance: An Essay on Scripture and Belief in Moses Maimonides' "Guide of the Perplexed,"* 3.5-credit senior thesis accompanied by oral examination with a committee of St. John's tutors \* **Grade: TBD**
- 2015 *Interpreting Dreams and Interpreting Scripture: An Essay on Retrospective Changes in Belief,* paper for senior year preceptorial \* **Grade: TBD**
- 2015 *Corrupt: An Essay on Human Fallenness as Described by Blaise Pascal,* 1-credit paper for junior accompanied by oral examination \* **Grade: A**
- 2014 *This Great and Terrifying Distance: An Essay on Parallel Parables in the Epistle Dedicatory and III.54 of Moses Maimonides' "Guide of the Perplexed,"* paper for junior year preceptorial \* **Grade: A**
- 2014 *On Earth as it is in Heaven: An Essay on the Great Commandment in 3 John,* 1-credit paper for sophomore seminar accompanied by oral examination \* **Grade: A**

## COURSEWORK

- 2016 Anticipated intensive summer language course: Biblical Greek
- 2012 – 2016 Language: Three semesters of Attic Greek and three semesters of French \* **Area GPA: 3.6 and 4.0 respectively**
- 2012 – 2016 Seminar: In-depth reading and discussion of the Pentateuch, the Gospels, Paul's epistles, Augustine, Aquinas, Anselm, Dante, Calvin, Milton, Spinoza, Pascal, Kierkegaard, and many other works pertinent to the study of scripture and theology \* **Area GPA: 3.95**
- 2014 & 2015 Preceptorials: Genesis and Exodus & Maimonides' *Guide of the Perplexed* \* **Grades: TBD and 4.0 respectively**

## EXPERIENCE

- 2015 **Co-facilitator:** with professor for a one-and-a-half hour seminar on Homer's *Iliad*
- 2015 **Co-founder and senior intern:** Clapham Institute Fellows Program. Developed strategic plan for a long-term, bi-weekly group dedicated to the study of scripture and theology at St. John's. Recruited 3 participants. Facilitate conversations. Organize events. Supervisor: Dr. Michael Metzger, Founder and CEO of the Clapham Institute

## LANGUAGES

English (native). Intermediate reading proficiency in French and Spanish. Novice reading proficiency in Ancient Greek. Intermediate speaking proficiency in Spanish.

## **EXTRACURRICULAR**

- 2012 – 2016 **President, Project Polity (service club), St. John's College, Annapolis, MD**
- Created an annual event wherein 50+ volunteers collect nearly 1,000lbs of food to be donated to a local homeless shelter
  - Piloted and perpetuated a twice-weekly tutoring/mentoring program for approximately 25 disadvantaged youth (K-8 grade) that has lasted 3 years
  - Designed Project Polity's reflection series: obtained 17 donated copies of the *Civically Engaged Reader*, recruited faculty facilitators, and planned a schedule for an on-going conversation about the meaning and value of service

## **EMPLOYMENT**

- 2014 – 2016 **Summer Ranch Hand, Rojic and Sons Ranch, Sentinel Butte, ND**
- Tend 100+ head of cattle and roughly 40 miles of fence. Maintain orchard and garden. Stock wood room for winter. Prepare meals daily, bake bread weekly.
- 2012 **Instructor, WATCH East, Glendive, MT**
- Taught a three-week, college level Community Service class to 50 students at a residential treatment center for DUI Felons
- 2010 – 2012 **AmeriCorps State Volunteer (Team Leader for Montana Campus Corps), Dawson Community College, Glendive, MT**
- Recruited about 20 students over two years for service team and fostered their successful completion of Campus Corps program (≈300hrs of service).
  - Built lasting partnerships between DCC and at least at least 3 non-profits.
  - Organized an annual event wherein 70+ participants donate 1,000+lbs of food.
  - Facilitated reflections on the meaning and value of service at statewide conferences, at leader retreats, and on campus for DCC team members.
  - Made presentations on the method and importance of reflection at statewide conferences like the ServeMT Symposium and the Service Learning Colloquium.
  - Served as Senior Instructor at the Boys and Girls Club of Dawson County
  - Served as Representative for a statewide leadership council, Montana AmeriCorps Connection, providing resources to 1,200+ AmeriCorps members

# Resume Action Verbs

*Remember to make your verbs past tense if the job is in the past.*

<b>Management Skills</b>	<b>Communication Skills</b>	<b>Clerical or Detail Skills</b>	<b>Technical Skills</b>
administer analyze assign attain chair contract consolidate coordinate delegate develop direct evaluate execute improve increase organize oversee plan prioritize produce recommend review schedule strengthen supervise	address arbitrate arrange author correspond develop direct draft edit enlist formulate influence interpret lecture mediate moderate motivate negotiate persuade promote publicize reconcile recruit speak translate write	approve arrange catalogue classify collect compile dispatch execute generate implement inspect monitor operate organize prepare process purchase record retrieve screen specify systematize tabulate validate	assemble build calculate compute design devise engineer fabricate maintain operate overhaul program remodel repair solve train upgrade
<b>Teaching Skills</b>	<b>Financial Skills</b>	<b>Creative Skills</b>	<b>Helping Skills</b>
adapt advise clarify coach communicate coordinate develop enable encourage evaluate explain facilitate guide inform initiate instruct persuade set goals stimulate	administer allocate analyze appraise audit balance budget calculate compute develop forecast manage market plan project research	act conceptualize create design develop direct establish fashion found illustrate institute integrate introduce invent originate perform plan revitalize shape	assess assist clarify coach counsel demonstrate diagnose educate expedite facilitate familiarize guide refer rehabilitate represent

# Resume Advice from Additional Sources

## “Three Things Every Recruiter Looks for in a Resume”

From an article by Network Professional Association

- **Focus**  
Since recruiters’ time is at a premium, they must know your career focus within seconds of opening your resume. If your career focus isn’t clearly stated, you can’t assume the reader will take the time to search through your resume for clues. Most recruiters consider “Career Objective” statements worthless if they contain no real information about the specific position you are looking for and the industry expertise you offer. The best objective statements are concise and to the point.
- **Core competencies or transferable skills**  
Once a recruiter understands your focus, he/she will want to know if you have the required core competencies relating specifically to your focus. Be careful not to muddy up your personal marketing message by including extraneous skills. If you remember the all-important rule of relevancy, you’ll go a long way toward keeping the reader’s attention on your key skills.
- **Accomplishments**  
One your resume has made it through the initial screening for focus and skills, the recruiter will want to know how you stack up against other candidates. Remember, with record-high resume response to job opening, recruiters need good, solid reasons to recommend you for consideration over the mountain of other candidates. Clear, concisely stated accomplishments are the best way to distinguish yourself from your competition. For optimum impact, write accomplishments that illustrate the strength of your core competencies, transferable skills and focus—and it’s only valuable to your resume if it promotes the skills your target employers are looking for.

## “Words Every Resume Should Include”

From Hotjobs.yahoo.com, by Caroline Levchuck

- Teamwork
- Flexibility
- Detail-Oriented
- Self-Motivated

## “What Employers Seek in New Employees”

From a survey of over 500 employers across the US conducted by Michigan State University

1. Ability to get things done
2. Common sense
3. Honesty/integrity
4. Dependability
5. Initiative
6. Well-developed work habits
7. Reliability
8. Interpersonal skills
9. Enthusiasm
10. Judgment skills
11. Motivation to achieve
12. Adaptability
13. Intelligence
14. Decision-making skills
15. Oral communication skills
16. Energy level
17. Problem-solving abilities
18. Attitude toward work ethic
19. Mental alertness
20. Emotional control

## “How to Write the Perfect Resume for Any Job” by Scott Garner of ZipRecruiter

### Keep it Relevant

When you sit down to write your resume, one of the first decisions you’ll have to make is what sections to include. We found that resumes containing the following sections are 1.7 times more likely to receive a Five Star rating:

- Objective
- Work History
- Summary
- Training

Which makes sense—employers want to know everything about you that may be relevant to your ability to perform the job they’ve posted.

### What *Not* to Include on Your Resume

Sections that employers find irrelevant are “Languages” (somewhat surprisingly) and “Personal Interests and Accomplishments” (not surprisingly):

**Languages Spoken:** Mention any additional languages spoken if the job calls for bilingual candidates, but otherwise save space and leave it out.

**Personal Interests and Accomplishments:** Leave out your hobbies and keep the fact that you won a spelling bee in 5<sup>th</sup> grade to yourself—employers don’t care.

Including these sections can make it 24% less likely for a resume to receive a Five Star rating.

### Use Power Keywords

When we looked at how certain keywords affect the Star Rating of resumes, we found that words that implied management skills (not necessarily as a manager: time management is an example of a management skill everyone needs to have), a proactive stance towards working (responsible, support, and client speak to that) and problem solving skills (data, analysis and operation) were the most highly rated.

Additionally, using these “Power Keywords” in your resume can increase your chance of a Five Star rating by up to 70%:

- Experience
- Management
- Leadership
- Project
- Business
- Development
- Skill
- Professional
- Knowledge
- Year
- Team

Remember, though, that keyword stuffing will more than likely lead to your resume being discarded. Make sure you only include words that are relevant to your skills.

### Keywords to Absolutely, In All Cases, Avoid

You’ll also want to avoid keywords which may give employers the impression that you’re inexperienced, require a great deal of training, or are put off by hard work. These negative keywords have a strong correlation with One Star reviews, with up to a 79% greater likelihood of receiving the lowest rating:

- Hard
- Need
- First
- Me
- Time
- Myself
- Chance
- Develop
- Learning

**Find the Goldilocks Length:** Resumes between 600 and 700 words in length were rated much higher than resumes that were less than 500 words long and anything over 700 words began to trend towards lower Star Ratings. Keep your resume in the 600-700 word Goldilocks length.