

Resume Writing Guide

+Tips to Improve Your Current Resume



BASICS

Start your resume by creating a list of all the experiences, education, and activities you have been involved in from which you have developed or discovered skills and strengths, especially those related to the job you want. Use this guide to organize and present your education and experiences in a way that will appeal to employers. Be creative, unique, concise, organized, and error free. When you have drafted your resume have others look at it, including friends and family, but especially a career professional.

RULES OF THUMB

Don't use MS Word Templates	Don't be modest!	Assure consistent format & font
Have your resume reviewed	No longer than 2 pages	1 page for recent graduates
Set margins to at least .75"	Bold important information	Don't use "I" statements
Spell out acronyms	Keep it organized!	Print on quality resume paper
Use a common font, 10-12 pt.	No spelling mistakes	Target to a specific job/occupation

HEADINGS

- Headings are a good way to organize the information in your resume and help an employer read it. Think about what experience will be important to the employer. Using too many headings can defeat the purpose of using them at all, so use them if your experience warrants separate headings.
- Necessary headings for a college resume are your name block, education, and experience.
- **Some other headings you could consider are:** Related Activities, Professional Associations/Organizations, Service Experience, Computer Skills, Language Skills, Mentoring Experience, Career Development, Extra-Curricular Activities, Licenses, Certifications, etc.

- **Your name should be the first and largest** – use the same font as the remainder of the resume
- Be creative with your name block, but not so creative that it dominates the page
- **Be sure that information is readable and easy to find**
- List only the number where you can be easily reached and assure that you have a brief, professional voicemail message as it may be an employer's first impression of you
- Your e-mail or web address should also be short and professional; **don't get left out of the hiring process because your e-mail address is too long and hard to copy**
- Include name, address, phone #, e-mail address, etc.

(examples)

JOB SEEKER

128 PLEASANT STREET SE, MINNEAPOLIS, MN 55455, (612) 625-3339, JOBSEEKER@UMN.EDU

Job Seeker

128 Pleasant Street SE, Minneapolis, MN 55455
jobseeker@umn.edu
(612) 625-3339

CEHD Career Services

360 Education Sciences Building | 612-625-3339 | www.cehd.umn.edu/career

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Objective, Profile, and Summary Statements

- Start your resume with a strong Objective, Profile, or Summary statement as a good way to summarize the qualifications you have for the job you are applying for
- **This is not a substitute for a cover letter but an addition to it**
- This section is not necessary for resumes intended for application to a major or graduate school but is recommended as a way to summarize and bring attention to the required courses or related experience that you have
- **You can combine a summary statement with a profile or an objective, but you would not use all three at the same time**

• An **Objective** lets the employer know what type of work you would like to do and what strengths you bring to the job. It should be concise, non-generic, and address the employer's needs. An objective can be used with a Summary statement to highlight the specific skills an employer is looking for.

• **Profile statements** are a way of introducing yourself professionally and what strengths and experience you have specific to a profession, such as teaching, coaching, human resource development, etc. Profile statements are a good alternative to an Objective when there is not a specific job to apply for, or for job fair purposes. A Profile can also be used in combination with a summary statement to highlight specific qualifications you bring to the job.

• A **Summary statement** highlights the specific skills and experience you have that an employer is or may be looking for. It is a good strategy for drawing in the readers' attention and also makes it easier to find the qualifications or skills that you have relevant to the position you are looking for. If you have had multiple positions similar in nature a summary statement can reduce the need for repetition of skills under each position heading. If you are responding to a job posting, assure that all qualifying information is in the summary statement – don't make the employer search for it.

(examples)

Objective: A career in business operations in which skills obtained through experience with sales and customer service, department management, and an education in Business Marketing Education and Management can be used to benefit efficiency and productivity of company operations.

Summary of Skills

- § Two years experience in all facets of human resource development
- § Capable of working quickly and accurately under pressure to successfully meet deadlines
- § Demonstrated ability to meet organizational needs and solve complex problems effectively
- § Proficient computer skills, including detailed knowledge of all Microsoft Office applications and ability to learn new software programs quickly

OBJECTIVE A position as a tour guide utilizing my strengths in working with and educating people in a warm, friendly, and enthusiastic way.

Summary of Qualifications

- Learn new things quickly and enjoy teaching others
- Communicate effectively with people by listening to their needs
- Comfortable taking charge of a group and leading them
- Warm, friendly, calm, and entertaining personality
- Known as a reliable and trustworthy employee
- Creative and good at problem solving under pressure
- Focused and determined/self motivated with a sense of humor

PROFILE Self motivated individual driven by a strong interest in contributing to the success of post-secondary students. Experienced in coordinating undergraduate activities, providing leadership and support to student research assistants. Excel in teaching and communicating ideas. Inspire motivation and confidence in students. Passionate about teaching and confident in ability to lead others in doing the same.

Education

Name of School, College, City, State

Degree, Major

Date of Graduation

- **List your current or most recent education first** – do not include your high school education now that you have college experience or your transfer school if you transferred
 - If you have a Masters or are pursuing a Masters you should list your Bachelors degree
 - Be sure that you list the correct degree (Bachelor of Science vs. Bachelor of Arts) and spell it out fully as opposed to B.A. or B.S.
 - Your expected graduation date is important if you are graduating soon and looking for a position to start afterward, but generally graduation dates are optional
 - GPA is also optional and should be over a 3.0 to be listed
- Ø **Teachers must list licenses they hold as separate headings and before Education**

Sub-Headings

Optional headings: Licenses (if not required – separate heading if it is), Certifications, Intercollegiate Athletics, Study Abroad, Relevant Coursework, Honors, Awards, Achievements, GPA, Additional Training, Professional Development, Professional Associations (if you've had training)

(examples)

University of Minnesota
Bachelor of Science Twin Cities Campus
May, 2007
Major: Business and Marketing Education, College of Education and Human Development
Minor: Management, Carlson School of Management

Bachelor of Science, Kinesiology Exercise Science
University of Minnesota, College of Education and Human Development, Minneapolis, MN
Anticipated Graduation: May 2007

Academic & Athletic Honors

- University of Minnesota Scholar-Athlete, 2004, 2005, 2006
- Academic All Big Ten, 2004, 2005
- Nominee for NCAA Leadership Conference
- Robert & Betty VanTassel Endowed Scholarship Recipient, 2005, 2006
- Donna J Olson Award for Service and Leadership

Related Coursework: Advanced Exercise Testing, Human Anatomy, Human Physiology, Exercise Physiology, Biomechanics Measurement and Evaluation in Research Kinesiology

University of Minnesota, College of Education and Human Development, Twin Cities Campus
Bachelor of Science, Magna Cum Laude, GPA 3.63
Major: Kinesiology
Concentration: Pre-Occupational Therapy

University of Minnesota, Twin Cities
Currently Pursuing Bachelors Degree Expected Graduation May 2010

MINNESOTA TEACHING LICENSES: Early Childhood Education (birth – 3rd grade)
Early Childhood Special Education (birth – age 6)

EDUCATION

University of Minnesota, College of Education and Human Development Minneapolis, MN
Masters of Education; Early Childhood Special Education In progress
Bachelors of Science; Foundations of Education, Early Childhood May, 2006
• Minor in Youth Studies

American Heart Association, CPR 1999 – present

University of Minnesota, College of Education and Human Development, Twin Cities Campus
Masters of Arts; Educational Psychology: Counseling and Student Personnel Psychology May, 2007
Concentration: Higher Education
• Bachelor of Arts; Psychology

- **Experience includes both paid and unpaid experience where you gained skills**
- You can differentiate between relevant and non-relevant experience by grouping them under separate headings, ie. “Related Experience” and “Additional Experience.”
- **Positions need to be listed in reverse chronological order**
- Multiple positions within a company should be listed separately (still in reverse chronological order) under the company name, and should highlight any promotions
- **If you find yourself repeating job information, consider a summary of skills**
- Avoid leaving one word hanging on the second line of a bullet point

Experience

Position title

Name of Organization (Company, School, Club, etc.)

- A bulleted list of your position responsibilities and accomplishments
- The most important information, with the most detail, should be listed first
- Write strong skills statements which are brief

Dates

City, State

Strong Skills Statements = Action Verb + Details (what, where, when, how, why) + Outcome/Result

ACTION VERB Start skills statements with strong action verb – avoid repetition and vague words like “Worked,” “Taught,” and “Responsible for.”

DETAILS The situation, problem, or need that you fulfilled. Quantifying and qualifying your work is important. (ex. Managed 40 internal accounts..., Communicated to management daily...)

OUTCOME/RESULT What happened as a result of your action on the problem, situation, or need? How did the result contribute to the organization or company? How did you gain skills or discover strengths?

(examples)

Student Athlete Advisory Committee, University of Minnesota

Minneapolis, MN

Rowing Representative

2004-2005

- Collaborated with other University of Minnesota athletes through monthly meetings
- Discussed issues concerning the NCAA, Big Ten Conference, and U of MN Athletics
- Spoke at various elementary schools to students regarding healthy and active lifestyle

Intern, Family Violence Center

Spring Semester, 2006

Eastside Neighborhood Services

Minneapolis, MN

- Co-facilitated family and parent education courses with Licensed Family Social Worker
- Maintained organized case-files efficiently with limited administrative time
- Observed court ordered family visitations as needed

Panera Bread

5/2006-Present

Minneapolis, MN

Shift Manager

1/2007 - Present

- Promoted for providing excellent customer service, while maintaining a clean, safe work environment, and while supporting all areas of store, including bakery, food line, dining room and cash register
- Organized, directed, and supervised associates while keeping morale and productivity high
- Responded to and resolved customer and associate problems in a professional manner
- Demonstrated “take-charge” attitude and excellent leadership during busy times
- Recognized by peers and supervisors for ambition and eagerness to learn
- Tracked store sales and labor using Excel database and maintained a clean and safe store

Trainer/Associate

5/2006 – 1/2007

- Trained new employees in standard procedure utilizing classroom reading materials, hands-on experiential learning and through leading by example
- Helped new employees gain the skills and confidence needed to perform job duties with optimism and mastery
- Earned “WOW” award in first month of service for displaying unmatched service through kindness, customer service, or general skill as recognized by peers

Adaptive Sports Club, Department of Recreational Sports

University of Minnesota

Member

September, 2004 – June, 2006

- Promoted and facilitated the involvement of University students and staff with disabilities in sport clubs, intramural sports, outdoor recreation, aquatic activities, program offerings
- Organized adaptive recreation, exercise, and sport activities for students and staff