

# Resume Guide

*This guide is designed to help you write a quality resume.  
Once you have completed your resume, consider making an appointment with a career advisor,  
who can help you make a good resume **great**.*

## Resume Key Points

### **The purpose of a resume is to get an interview.**

Your interview should get you a job. If you're getting interviews from your resume, mission accomplished!

### **A resume is a marketing tool, not a history piece.**

Decide carefully what to include and leave out. It's not your life story; it's your personal sales pitch.

### **If possible, keep your resume to one page.**

Definitely use a clean, succinct style. Your resume may be judged in 10-30 seconds. Only when you have enough relevant content should you go to two pages.

### **Target your resume to the job you are applying for.**

Read job descriptions and requirements with care and be specific and particular in showing your suitability for that particular position. The resume is a snapshot of your experience and background and needs to tell the story of how you developed the skills for the position.

### **Pretend you're the hiring manager.**

Ask yourself, "Can this person do the job?" Look objectively—use only what is written to make your determination.

### **Have your resume ready at all times.**

It takes time to create a good resume and you'll want to respond quickly when an opportunity comes your way. Don't wait until the last minute—create or update yours today!

## Getting Started

### **Formatting**

There is one thing all good resumes have in common—the key information is easy to find. Making things easy for employers is all about knowing how to use space wisely. You have a very brief amount of space to capture a reader's attention, and structuring your information in visually appealing ways can help draw the eye to the most pertinent points.

### **Content**

Your content needs to tell the story of your experiences in a way that highlights the knowledge and skills that are applicable for the available position. Part of telling that story is deciding what the important parts are and minimizing or leaving out experiences that don't relate.

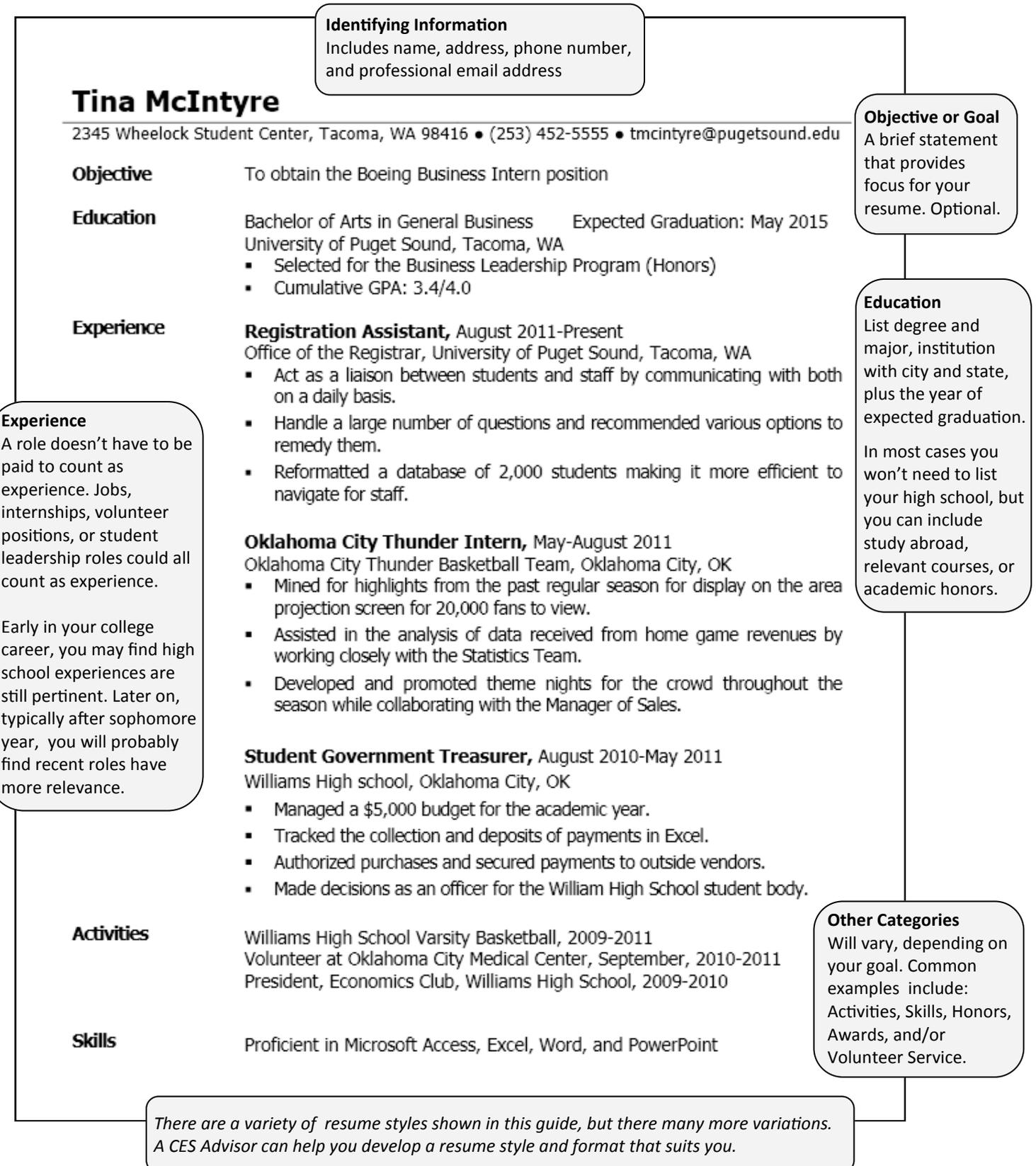
How you describe what you've done also makes a difference. Clear, concise phrases with descriptive word choices tell a more powerful story.

### **What You'll Find in this Guide**

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# Anatomy of a Resume

While there is no single way to create a resume, there are some standard categories that most resumes will include. Employers need to spot qualifications quickly and prefer seeing the information in a clear and easy to read format.



# Formatting: Page Layout, Formats, and Templates

## Page Layout

Effective layout ensures you make good use of the white space available, which improves the readability of your resume.

**Margins:** Keep the margins between 1" to 0.7" all the way around.

**Fonts:** Choose font sizes between 10 and 12 and use classic, easy to read options.

Examples: Arial, Calibri, Cambria, Helvetica, and Times New Roman.

**Spacing:** Single-spaced is best in most cases.

**Tables:** If you choose to use a table to create your resume, make sure you set the borders to "none" so the lines don't show. If sending electronically, consider saving the document as a PDF so the employer won't see the table.

## Types of Formats

**Reverse Chronological:** Within each section the information is listed the most recent experience first. This is the most common type used and many of the samples in this guide are variations of this format.

**Skills/Functional:** While employers typically expect a reverse chronological resume, sometimes it is beneficial to demonstrate your experience by grouping them into relevant skills that relate to the types of positions you're applying for. This format works when a traditional reverse chronological resume isn't the best representation of your background. See page 11 for an example.

**Combination:** A hybrid version that combines elements of both formats. See page 12 for an example.

## Tips for Choosing a Format

Start by deciding what sections you want to include on your resume (Education and Experience are essential, but the position will drive what other categories you'll create).

**DO** look at multiple samples and the features of each. Choose the combination of features that will allow you to best represent your background.

**DON'T** choose a resume style simply because a fictional student in a sample has the same major. Your major won't dictate the style of your resume; use the style that best showcases your qualifications.

If in doubt, **DO** start out with a reverse chronological format, get it reviewed, and revise as needed.

## Templates

Resume templates are usually recognizable to employers and you don't want to blend into a crowd of similar resumes. In addition, the formatting can be challenging to adjust and it is often easier to create a resume from a basic Word document. Use templates as inspiration, but you're better off designing your own format.

## Resume or Curriculum Vitae (CV)?

The curriculum vitae (CV) is a document that details your academic and professional accomplishments in more depth than a typical resume. Employers often say "submit a resume or CV," but it's not always clear which would be best. Here's how they differ:

| Resume                                                                                                                                                                                                                                                                                                                                                                                                                             | versus | CV                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Standard in the U.S., though employers may use the terms "resume" and "CV" interchangeably.</li><li>• Offers a tailored summary of related education and experience—used as a marketing tool to quickly communicate skills and background.</li><li>• Space is at a premium; one to two pages in length is typical.</li><li>• Will be scanned quickly, so readability is crucial.</li></ul> |        | <ul style="list-style-type: none"><li>• In the U.S., the CV is used for roles in academia or research.</li><li>• Provides a summary of all educational and professional background, including a full list of courses taught, publications, and conference presentations.</li><li>• May be several pages in length and will be read thoroughly by search committees.</li></ul> |

*If an employer asks for either a CV or resume and you're still not sure what would be best, contact a CES career advisor for guidance.*

## Content: Effective Descriptions

The description of experience is just as important as the way it looks. No matter how well organized the resume, it can backfire if it doesn't communicate the necessary skills and experience effectively. **Use statements to tell a story that make it clear what skills and knowledge can be applied at the employer's organization.**

Use strong action verbs in the past tense (present for current positions) and provide sufficient detail. Write in a concise style that omits personal pronouns (I, my) and articles (a, the). Below are some example resume statements and ways to strengthen them:

### Example: Receptionist at a Physical Therapy Clinic

Poor: Providing customer service  
Better: Provided customer service for physical therapy patients

Consider: *What did the service entail?*  
*Were there policies and procedures?*  
*What were the results?*

**Best: Scheduled appointments, processed payments, and resolved billing issues for a busy physical therapy clinic**

### Example: Resident Assistant, University of Puget Sound

Poor: Responsible for planning programs and events  
Better: Designed programs and events for 50 residents

Consider: *What kinds of programs?*  
*What was the purpose?*  
*What was the impact?/outcome?*

**Best: Designed alcohol awareness programs and events for 50 first-year residents resulting in the lowest number of alcohol-related incidents among all of the halls**

### Example: Research Assistant, Psychology Department

Poor: Duties included research  
Better: Conducted research on homelessness rates in Tacoma

Consider: *What was the purpose of your research?*  
*What methods did you use to collect information?*  
*How did you analyze the information?*  
*What did you do with the data you collected?*

**Best: Collected quantitative data from county demographic sources and interviewed 25-30 residents of current shelters to gather personal narratives.**

— Or—

**Researched homelessness rates in Tacoma and drafted summary documentation to support grant application for funds to create new homeless shelter.**

#### Phrases to avoid:

Responsible for...Assisted with....Helped with...Duties included...

Why? Each of these common sentence openers are usually followed by a laundry list of duties performed. Often you'll find the verb you need directly following one of these phrases. For help identifying appropriate action verbs, see the list on **page 14**.

# Resume Makeover

When John came in to have his resume reviewed he admitted he wasn't sure what he needed to include or even what the resume was supposed to do for him. After a conversation about his goals and his background, we see a very different picture than the one he originally presented on paper. Below are the before and after versions of his resume.

## BEFORE

**John Wyatt**  
Wheelock Student Center 3622  
Tacoma, WA 98416  
(612) 555-5555  
jwyatt@pugetsound.edu

EXPERIENCE:

|                          |                                                                                                                                                                          |            |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| December '06 to June '08 | Super One Foods                                                                                                                                                          | Duluth, MN |
|                          | <b>Bakery Department Employee</b><br>Wrapping product<br>Preparing par-bake and frozen foods to be baked<br>Cake Decorating                                              |            |
| June '09-August '09      | YMCA Camp Widjiwagan                                                                                                                                                     | Ely, MN    |
|                          | <b>Trail Building Staff</b><br>Organizing and distributing large amounts of equipment and food<br>Repairing equipment ranging from tents to single burner Coleman stoves |            |
| August '09- August '10   | Super One Foods                                                                                                                                                          | Duluth, MN |
|                          | <b>Cashier</b><br>Cashiering<br>Stocking shelves<br>Assisting customers                                                                                                  |            |
| September '10-Present    | University of Puget Sound                                                                                                                                                | Tacoma, WA |
|                          | <b>Diversion Café Barista</b><br>Making coffee<br>Cashiering<br>Assisting customers                                                                                      |            |

EDUCATION:  
Marshall High School diploma (May 2010)  
University of Puget Sound (projected graduation May '14)

SKILLS: Proficient in German

REFERENCES: Available upon request.

## Focus Changes Everything

Once John had a clear focus, he added information to every part of his resume to support that goal. Since he was applying to a program he had participated in, he included that experience under his **education**.

Including **relevant coursework** helped demonstrate his level of commitment to language learning, and he selected some **relevant experiences** he had that connected to the role.

Lastly, he chose to include **activities** directly related to the type of organization and demonstrated additional skills he had to offer.

In the end, the final version of John's resume told a clear story of someone with the knowledge, skills, and abilities to perform the role he wanted.

## Biggest Issues

**Lack of focus:** Based on the information shared, it wasn't clear what kind of role he wanted. When asked, John said he was looking for a camp counselor position at a foreign language camp he attended in high school, yet there was nothing shared to support that goal.

**Poor organization:** John needed to reverse the order he used for both the experience and education and include the title of his degree.

**Lack of visual appeal:** His dates of employment were filling up all the white space on the left side of the page. By moving them to the right he could use the space more effectively.

**Unnecessary phrase:** Employers assume that you will provide references, so there's no reason to include the statement "References Available upon Request"

## AFTER

**John Wyatt**  
Wheelock Student Center 3622, Tacoma, WA 98416  
Cell: (612) 555-5555 • jwyatt@pugetsound.edu

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**OBJECTIVE:** An Assistant Counselor position at the Concordia Language Villages

**EDUCATION:**  
Bachelors of Arts in **German Language and Literature**  
University of Puget Sound, Tacoma, WA Expected May 2014

German Intensive Camp, Concordia Language Village, Moorhead, MN August 2008  
*\* Earned college credit and placed into intermediate level courses at university*

**RELEVANT COURSEWORK:**  
Intermediate and Advanced German Language • Twentieth Century German Film •  
The Age of Goethe\* • German History and Political Systems\* • International Business  
*\* Taught in German*

**RELEVANT EXPERIENCE:**

**Course Assistant, German Department** Sept. 2011-Present  
University of Puget Sound, Tacoma, WA

- Score tests and grade basic assignments for 101 and 102 level German courses
- Meet with struggling students and guide in-class discussion groups

**Leader, German Conversation Group** Jan. 2011-Present  
University of Puget Sound, Tacoma, WA

- Initiated an informal group conversation group for students to practice German language skills and develop a community with like-minded interests.
- Develop conversation topics for weekly meetings by reading German-language news publications
- Coordinate a monthly German film night

**Trail Building Staff** June-August 2009  
YMCA Camp Widjiwagan, Ely, MN

- Organized and distributed large amounts of equipment and food for more than 250 campers and staff
- Repaired equipment ranging from tents to single burner Coleman stoves
- Met with groups of campers to develop goals before and after trail
- Taught Wilderness Water treatment classes

**OTHER EXPERIENCE:**  
**Barista, Diversion Café, University of Puget Sound, Tacoma, WA** Sept. 2010-Present

**ACTIVITIES:**  
Member, Puget Sound Outdoors  
Member, Kayak Club

# Resume Sample: Reverse Chronological

## Eric McIntyre

2500 Wheelock Student Center, Tacoma, WA 98416 | (253) 555-2222 | emcintyre@pugetsound.edu

### OBJECTIVE

Seeking campaign positions that will benefit from an academic background in politics and experience with constituent outreach

### EDUCATION

**University of Puget Sound, Tacoma, WA**  
Bachelor of Arts in International Political Economy    Graduation: May 2012

### RELEVANT EXPERIENCE

**Derek Kilmer for Senator Campaign, Tacoma, WA**  
Campaign Intern    Jan. - May 2012

- Crafted correspondence that represented the candidate's stance on vital issues to constituents
- Canvassed throughout the Tacoma neighborhoods encouraging community members to vote
- Maintained website and participated in social media outreach
- Coordinated mailings and updated databases for kickoff campaign

**Fund for the Public Interest, Tacoma, WA**  
Citizen Outreach    May - Sept. 2010/2011

- Engaged Tacoma residents in conversations about progressive issues and raised money for campaigns
- Built persuasive communication skills through door to door canvassing and regular interaction with citizens
- Regularly met and exceeded fundraising and canvassing targets

**Broadway Center for the Performing Arts, Tacoma, WA**  
Box Office Service Representative    Jan. - May 2010

- Provided information to callers and in-person Center visitors regarding group ticket sales
- Promoted performance schedule, programs, and services provided by the Center
- Worked independently and as part of a team, managing a heavy call volume and walk-in traffic

**University of Puget Sound Development Office, Tacoma, WA**  
Link Phone-A-Thon Caller    Sept. 2008 - Dec. 2009

- Made 40-50 calls per shift to alumni and parents, raising more than \$17,000 for the university

### ADDITIONAL EXPERIENCE

**KUPS, 90.1 FM University of Puget Sound, Tacoma, WA**  
Disc Jockey    Sept. 2009 - May 2010

- Produced and announced a weekly two-hour review of classical music

### ACTIVITIES

Member, Garden Level (Men's A Capella Group)    2010 - 2012

### SKILLS

Technical skills include MS Office programs, Customer Relations Databases, Raiser's Edge, and Social Media platforms (Facebook, Twitter, and Tumblr)

A broad objective can be appropriate at networking or recruiting events when multiple organizations will be looking at your resume. Be sure to highlight the skills and/or experience you offer.

Quantify your accomplishments by using numbers when possible.

When listing skills, make sure they are relevant or beneficial to the employer.

# Resume Sample: Reverse Chronological—Technical Skills

Skills gained in and out of the classroom can be included in a skills section.

In highly technical fields you may choose to place the skills section higher than experience.

## Jane Harned

737 Spring Street, Tacoma, WA 98416  
253.555.5555 | jharned@pugetsound.edu

### Objective

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Opportunities in web development with creative organizations requiring experience in web design and education in computer science.

### Education

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Bachelors of Science degree in **Computer Science**  
University of Puget Sound, Tacoma, WA Expected May 2012  
GPA: 3.76/4.00

Study Abroad: University of Aberdeen, Aberdeen, Scotland Summer 2011

### Technical Skills

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**Programming Languages:** C#.NET, C++, Java, PHP, Python  
**Web Programming:** HTML/CSS, ASP.NET, JavaScript, JQuery  
**Tools:** MS Visual Studio, Adobe Photoshop, InDesign, Dreamweaver, Bugzilla  
**Social Media Platforms:** Wordpress, Blogspot  
**Databases:** SQL Server and ADO.NET, MySQL, Access

### Relevant Experience

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**Programming Intern** September 2011 - Present  
Education Website Builder Inc., Tukwila, WA

- Perform QA testing on e-Learning educational software coded in Java.
- Work in a team with software developers and teachers to design software specifications and web interfaces for courseware database system in SQL Server.
- Track software bugs using Bugzilla quality assurance software.

**Web Designer** December 2008 - Present  
Freelance, Multiple Clients, Tacoma, WA

- Design websites for local bands and musicians incorporating multimedia tools, including streaming audio and video.
- Build blog templates for use on Blogspot and Wordpress.
- Follow-up with clients 3 and 6 months post project completion to ensure client satisfaction.

**Computer Assistant** September 2008 - August 2010  
Dean of Students Office, University of Puget Sound, Tacoma, WA

- Updated Access databases and provided troubleshooting advice for queries.
- Maintained office website using knowledge of HTML and Dreamweaver software.
- Edited graphics for the web and publication using advanced knowledge of Adobe Photoshop.

# Resume Sample: Reverse Chronological—Volunteer Experience

## ***Kelly A. Jones***

1500 Wheelock Student Center, Tacoma, WA 98416 • (253)555-1500 • kaj@pugetsound.edu

### ***OBJECTIVE***

Seeking marketing positions with art museums and galleries

### ***EDUCATION***

University of Puget Sound, Tacoma, WA

Bachelor of Arts in Communication Studies, Expected May 2012

GPA: 3.34/4.00

Study Abroad: School for International Training, Vienna, Austria, Sept. to Dec. 2010

\*Studied Renaissance art and Venetian glass

### ***RELEVANT COURSEWORK***

Advanced Media Studies • Public Communication Campaigns • Visual Concepts I & II

### ***RELEVANT EXPERIENCE***

Tacoma Art Place, Tacoma, WA

Volunteer Marketing Coordinator, Jan. to May 2011

- Created promotional material (posters, fliers) using InDesign
- Wrote content for press releases about class schedules and events
- Developed a basic marketing plan under the director's supervision

Kittredge Art Gallery, University of Puget Sound, Tacoma, WA

Gallery Assistant, Sept. 2009 to May 2011

- Received and unpacked paintings, photography, and sculptures
- Installed and uninstalled exhibits quickly and efficiently
- Prepared gallery space for openings

Art Department, University of Puget Sound, Tacoma, WA

Course Assistant, Sept. 2009 to May 2010

- Prepared power point presentations and handouts for Art Department faculty to use in sculpture classes
- Answered student questions about assignments

### ***ADDITIONAL EXPERIENCE***

Camp Counselor, YMCA Camps, Minneapolis, MN, Summers 2007-2009

### ***SKILLS***

InDesign, Photoshop, and MS Publisher • Conversational fluency in French

Highlight any elements of your education that might help connect your degree to the role or organization.

Volunteer experience, even though unpaid, can be worth including when it directly relates to the work or demonstrates related skills.

# Resume Sample: Reverse Chronological—Research Papers

## Christina P. Weyerhaeuser

(253) 555-9876 | cweyerhaeuser@pugetsound.edu

**Current address:**  
1555 Wheelock Student Center  
Tacoma, WA 98416

**After May 20th:**  
1803 Elmhurst St.  
Chicago, IL 54319

### OBJECTIVE

Internship or summer 2012 job in the area of criminal justice and law; particular interest in sexual assault and domestic violence

### EDUCATION

**Bachelor of Arts in Psychology**, expected May 2013  
**Minor in Comparative Sociology**  
University of Puget Sound, Tacoma, WA  
*Thesis topic: The Effect of Unemployment on Domestic Violence Rates*

### RELATED COURSEWORK

|                                |                                   |
|--------------------------------|-----------------------------------|
| Crime and Punishment           | Experimental Analysis of Behavior |
| Social Order and Human Freedom | Developmental Psychopathology     |
| Criminology                    | Children and the Law              |
| Abnormal Psychology            | Deviance and Social Control       |

### RESEARCH PAPERS

- Battered Women's Protective Strategies**
- A review of a wide-range of strategies used by women to cope with threats posed by battering
- The Efficacy of Rape Prevention Programs**
- An overview of the research exploring the effectiveness of rape prevention programs

### RELATED EXPERIENCE

- Panel Member, Honor Court System, September 2011 – present**  
**University of Puget Sound, Tacoma, WA**
- Selected by peers to serve as a student representative on the University Judicial Panel
  - Consider alleged violations of the honor system to determine guilt or innocence
- Hotline Assistant, January 2011 – May 2012**  
**Sexual Assault Center of Tacoma, Tacoma, WA**
- Assisted, advised, and referred individuals on issues related to sexual assault and personal safety
  - Trained six volunteers in counseling techniques and procedures
  - Coordinated personnel scheduling
- Resident Assistant, September 2010 – May 2012**  
**University of Puget Sound, Tacoma, WA**
- Developed programs for, advised, and managed 60 residents
  - Monitored student conduct and enforced residence hall policies
  - Served as a liaison between residents and student development administration

Share your thesis topic when it connects to the position.

Academic research papers and projects can show deep knowledge of a topic.

# Resume Sample: Reverse Chronological—Graduate Student

## DONNA HOWARTH

321 Logger Lane, Tacoma, WA 98416 • (253) 555-5555 • dhowarth@pugetsound.edu

### EDUCATION

**Masters of Arts in Teaching**, University of Puget Sound, Tacoma, WA August 2012  
*Endorsement in Elementary Education (K-8)*

**Bachelor of Arts in Psychology**, University of Washington, Seattle, WA May 2006

Share endorsements or special qualifications that are a result of your degree.

### TEACHING EXPERIENCE

#### Student Teacher (First and Fourth Grades)

Washington Hoyt Elementary, Tacoma, WA Jan.-Apr. 2012

- Created and taught lesson plans. All work was observed by supervisor and feedback was consistently positive.
- Led small group activities (groups of five to six students) in subjects of writing and reading, giving individual guidance to help students succeed. Students thrived in group learning environment.
- Supervised in-class learning centers (one-on-one) that focused on writing, reading, and listening.
- Taught standardized daily math lessons using school-approved teacher workbooks.
- Led reading sessions for all children with comprehension discussions afterward. Emphasized the importance of listening and understanding material.
- Accompanied teacher and supervised approximately 25 students on class trip to veterinarian's office to learn about caring for animals.
- Reviewed homework on a daily basis, and graded tests periodically.
- Interacted with parents whenever necessary, including their attendance at special school events and calling home if their child was not feeling well.

#### Student Observation

Sept.-Nov. 2011

Mt. Tahoma Elementary and Owens Elementary, Tacoma, WA

- Observed first grade and fifth grade, including Science Cluster Teaching in Special Education Classroom (with 60% General Education students and 40% Special Education Students).
- Conducted various assignments and reports based on observations.

#### Summer Camp Counselor

Summers 2004-2006

YMCA Camp Sealth, Gig Harbor, WA

- Guided a cabin of elementary school-aged girls each summer through enrichment activities designed to improve their physical and emotional well-being.

#### Writing Tutor

Jan.-May 2006

Center for Teaching, Writing, and Learning, University of Puget Sound, Tacoma, WA

- Coached students through rough drafts and revision process.
- Developed ability to adapt method to varying learning styles.

Additional experience can demonstrate a history in another career and account for gaps in time. Description is optional.

### ADDITIONAL EXPERIENCE

Human Resources Generalist, J.P. Morgan Chase, Tacoma, WA Oct. 2006- Aug. 2011

# Resume Sample: Functional Format

## Calista Kittredge

1500 N. Warner, Tacoma, WA 98416 | ckittredge@pugetsound.edu | 253.000.0000

### Seeking:

Graphic Design and Publication Opportunities

### Education:

Bachelor of Arts in Studio Art May 2012  
University of Puget Sound, Tacoma, WA

### Related Coursework:

Digital Imaging, Beginning Printmaking, Visual Concepts I & II

### Related Skills:

Graphic Design

- Conceptualized and designed 30 promotional posters for campus entertainment events, adhering to institutional graphic standards
- Created small business website using Dreamweaver
- Developed visually appealing bulletin board displays highlighting office services and resources

### Communication:

- Consulted with clients to design promotional materials that met their individual needs
- Effectively explained design concepts to non-designers
- Wrote and edited 12 articles for publication
- Provided exceptional customer service in family-oriented, fast paced restaurant.

### Organization:

- Effectively established goals and met 100% of deadlines
- Coordinated 3 successful membership events
- Balanced multi-line phone system while scheduling appointments and greeting customers

### Experience:

Publications Assistant, *Associated Students of the Univ. of Puget Sound, Tacoma, WA* (Sept.2011-May 2012)  
Features Editor and Staff Photographer, *The Trail Student Newspaper, Tacoma, WA* (Sept.-May 2010-2011)  
Director of Recruitment, *Pi Gamma Phi Fraternity, Univ. of Puget Sound, Tacoma, WA* (Jan.2009-May 2010)  
Server, *Flying Pie Pizzeria, Boise, ID* (Summers 2010, 2011)  
CES Assistant, *Career and Employment Services, Univ. of Puget Sound, Tacoma, WA* (Sept.2010-May 2011)

### Technical Skills:

- Adobe Creative Suite (InDesign, Illustrator, Photoshop)
- Dreamweaver, Flash, HTML
- Familiarity with digital file formats (tif, gif, eps, pdf, jpg)

## Why Functional?

Occasionally, a candidate may want skills or competencies to take center stage. With a functional resume, skills are highlighted rather than job titles and organizations.

## To be Creative or Not?

In some fields, especially creative ones, a resume may be a way to highlight a particular skill relevant to the position.

In this example, the student demonstrated her graphic design skills by creating a visually appealing resume that also showcases her background. Occasionally, a candidate may include a creative resume along with a more traditional format for the same position. Questions about using a creative resume? See a CES Advisor.

## Photos: Yes or No?

In the U.S. resumes do not typically have a photo, just as they also leave off marital status, gender, and age. In other countries\* a photo is expected.

In creative fields, however, a photo may add to the design elements and communicate the personal style a particular employer may be looking for.

\* See *Going Global in CES Exclusive Resources for guidance on international resumes/CVs.*

## Calista Kittredge

1500 N. Warner, Tacoma, WA 98416 | ckittredge@pugetsound.edu | 253.000.0000

Seeking: Graphic Design and Publication Opportunities

### Related Skills

#### Graphic design skills:

- Conceptualized and designed 30 promotional posters for campus entertainment events, adhering to institutional graphic standards
- Created small business website using Dreamweaver
- Developed visually appealing bulletin board displays highlighting office services and resources

#### Communication skills:

- Consulted with clients to design promotional materials that met their individual needs
- Effectively explained design concepts to non-designers
- Wrote and edited 12 articles for publication
- Provided exceptional customer service in family-oriented, fast paced restaurant.

#### Organizational skills:

- Effectively established goals and met 100% of deadlines
- Coordinated 3 successful membership events
- Balanced multi-line phone system while scheduling appointments and greeting customers

Where'd I get that great experience?

**Publications Assistant**  
(September 2011-May 2012)  
*Associated Students of the Univ. of Puget Sound, Tacoma, WA*

**Features Editor and Staff Photographer**  
(September-May, 2010-2012)  
*The Trail, student newspaper, Tacoma, WA*

**Director of Recruitment**  
(January 2009-May 2012)  
*Pi Gamma Phi Fraternity, Univ. of Puget Sound, Tacoma, WA*

**Server**  
(Summers 2010, 2011)  
*Flying Pie Pizzeria, Boise, ID*

**CES Assistant**  
(September 2010- May 2011)  
*Career and Employment Services, Univ. of Puget Sound, Tacoma, WA*

### Technical Skills:

Adobe Creative Suite  
(InDesign, Illustrator, Photoshop)

Dreamweaver, Flash, HTML

Familiarity with digital file formats (tif, gif, eps, pdf, jpg)

### Education

Bachelor of Arts in Studio Art  
May 2012

University of Puget Sound  
Tacoma, WA

Liberal arts education with emphasis in writing, principles of design, art history, and expression in visual language.

#### Relevant Coursework:

- Digital Imaging
- Beginning Printmaking
- Visual Concepts I and II

#### Honors and Awards:

- Art Department Scholarship, 2011
- Dean's List, Fall 2010, Fall 2011



### My Best Qualities:

Excellent communication skills and client-centered attitude

Meticulous and deadline-driven

Team-player with ability to work independently

# Resume Sample: Combination Format—Research Skills

Sometimes you can showcase your background more effectively by combining elements of the reverse chronological and functional formats.

Relevant coursework implies a knowledge base in specific topic areas. Only list the classes that pertain!

Break up your experience into categories that reflect specific skills.

## BELINDA K. THOMPSON

3810 North J Street, Tacoma, WA 98416 | bkthompson@pugetsound.edu | (253) 879-3333

### OBJECTIVE

A **laboratory assistant** position in a hospital or biological research institution

### EDUCATION

Bachelors of Science in Biology and Psychology, Expected May 2012  
University of Puget Sound, Tacoma, WA  
GPA: 3.5 / 4.0

Honors: Dean's List, all semesters; Charles A. Dana Scholarship for academic achievement

### RELEVANT COURSEWORK

|                     |                   |                                   |
|---------------------|-------------------|-----------------------------------|
| Electron Microscopy | Animal Physiology | Mammalian Cell Microanatomy       |
| Cell Biology        | Genetics          | Physiological Psychology          |
| Biochemistry        | Organic Chemistry | Experimental Analysis of Behavior |

### LABORATORY TECHNIQUES

*Electron Microscopy:* proficient in scanning electron microscopy, transmission electron microscopy, and darkroom techniques.

*Organic Chemistry:* extensive experience in wet chemistry, nuclear magnetic resonance, infrared spectroscopy, and gas chromatography.

*Specimen Preparation:* knowledge of critical point drying, sputter coating, vacuum evaporation, ultramicrotomy, and resin embedding.

*Stereotaxic Surgical Procedures:* anesthesia, suction ablation, and vascular perfusion.

### RESEARCH EXPERIENCE

**Student Researcher, Mammalian Cell Microanatomy Course, Fall 2011**  
University of Puget Sound, Tacoma, WA

- As part of a class, compared the renal structure of various stages in mouse development.
- Used corrosion casting and the Scanning Electron Microscope.
- Conducted a neurohistological study of paraffin-embedded rat brain tissue.

### SCIENCE TEACHING

**Course Assistant, Introduction to Biology, September 2011-present**  
University of Puget Sound, Biology Department, Tacoma, WA

- Guided students in the design and execution of experiments and assisted in grading tests.
- Mediated the team-work process and resolved student conflicts concerning design and distribution of work.

**Laboratory Assistant, Experimental Analysis of Behavior, September 2010-May 2011**  
University of Puget Sound, Psychology Department, Tacoma, WA

- Prepared rats for stereotaxic suction and electrolytic brain lesions.
- Supervised laboratory activities and wrote detailed lab notes.

### VOLUNTEER ACTIVITIES

**Science Tutor, Fall 2008 – present**  
Grant Middle School, Tacoma, WA

# References

## Choosing Your Best References

References are important resources for your job or internship search. Not only can they attest to the quality of your work performance, habits and skills, but they also can help you identify possible new employers – especially if you are looking for leads in their field. References often take a personal interest in your search, keep them in the loop and send them a thank you note updating them of your progress.

### Whom should you ask?

Supervisors, faculty, and student organization advisors are probably your best choices, followed by people you've interacted with in a professional capacity (this includes volunteer work and roles in campus organizations). Anybody who could speak to your skills and abilities related to the position could be a potential reference.

It is not a good idea to list friends or relatives, since most employers won't expect them to be objective and are unlikely to contact them.

### Get Permission

Ask for permission from your references before you include them and ensure they are comfortable writing or speaking in strong support of your candidacy for the position. Ask them if they have any reservations about giving you a good reference. If someone is at all hesitant, you might decide not to include them on your list.

Keep in mind that some employers have policies about giving out personal references and not everyone you ask may be able to provide one, even if they want to.

### Explain What You Need

Give your references some details about the position for which you are applying. Provide them with a copy of the job description and your resume and let them know what kind of information you hope they'll share.

If it has been a while since you worked with someone, give that person a summary of what you have been doing, your accomplishments, and your ambitions.

### Provide References On Demand

In most cases employers will ask for references at the end of an interview—it can be an indicator that things have gone well! Typically you'll want to provide the contact information for 3 to 5 references and candidates often use the same heading as their resume for a consistent look to their materials. The example to the right is one way you could present the information.

**BELINDA K. THOMPSON**  
3810 North J Street, Tacoma, WA 98416 | bkthompson@pugetsound.edu | (253) 879-3333

**References**

Dr. Joyce Jones  
Professor of Biology  
University of Puget Sound  
1500 N. Warner  
Tacoma, WA 98416  
jjones@pugetsound.edu  
(253) 879-5555

Dr. Wayne Nelson  
Professor of Biology  
University of Puget Sound  
1500 N. Warner  
Tacoma, WA 98416  
wnelson@pugetsound.edu  
(253) 879-5555

Mary Williams  
Science Teacher  
Grant Middle School  
1018 N. Prospect  
Tacoma, WA 98406  
Williams.m@k12.tacomaisd.grant.edu

Consider including information on how you know your references as well, especially if they have moved on to new roles since you worked together.

### A Thank You Goes a Long Way

Whenever somebody helps you out with some aspect of your job search—particularly providing a reference—always follow up with a thank you.

It takes very little time to craft a brief note of thanks, and you will never regret the effort.

## Action Verbs by Functional Area

### CLERICAL

Arranged  
Catalogued  
Classified  
Collected

Compiled  
Filed  
Organized  
Prepared

Processed  
Recorded  
Scheduled

### CREATIVE

Acted  
Composed  
Created  
Customized  
Designed  
Developed

Directed  
Established  
Fashioned  
Founded  
Illustrated  
Invented

Modeled  
Originated  
Performed  
Shaped  
Solved

### COMMUNICATION

Arranged  
Authored  
Collaborated  
Communicated  
Consulted

Contacted  
Corresponded  
Debated  
Defined  
Discussed

Drafted  
Edited  
Explained  
Interacted  
Interpreted

Interviewed  
Joined  
Listened  
Marketed  
Mediated

Moderated  
Negotiated  
Observed  
Participated  
Persuaded

Presented  
Publicized  
Reported  
Responded  
Translated  
Wrote

### FINANCIAL

Administered  
Adjusted  
Allocated  
Analyzed  
Appraised

Audited  
Balanced  
Budgeted  
Calculated  
Estimated

Forecasted  
Netted  
Projected  
Qualified  
Reconciled  
Reduced

### MANAGERIAL

Administered  
Analyzed  
Appointed  
Approved  
Assigned  
Attained  
Authorized  
Chaired

Coordinated  
Decided  
Delegated  
Directed  
Established  
Executed  
Led  
Managed

Motivated  
Organized  
Oversaw  
Planned  
Prioritized  
Reviewed  
Scheduled  
Supervised

### RESEARCH

Analyzed  
Collected  
Compared  
Conducted  
Criticized  
Detected

Determined  
Diagnosed  
Evaluated  
Examined  
Experimented  
Formulated

Gathered  
Inspected  
Invented  
Measured  
Searched  
Tested

### TECHNICAL

Adapted  
Applied  
Assembled  
Built  
Computed  
Debugged

Designed  
Developed  
Engineered  
Installed  
Maintained  
Operated

Programmed  
Remodeled  
Solved  
Standardized  
Upgraded

### TEACHING AND HELPING

Advised  
Aided  
Answered  
Assisted  
Clarified

Coached  
Contributed  
Demonstrated  
Educated  
Encouraged

Evaluated  
Explained  
Facilitated  
Guided  
Helped

Individualized  
Informed  
Instilled  
Instructed  
Motivated

Persuaded  
Resolved  
Simplified  
Supported  
Taught

Trained  
Tutored  
Volunteered