
University Advising & Career Center

University of New Hampshire • 102 Hood House • Durham, NH • 603-862-2064 • www.unh.edu/uacc

Writing Your Resume

Why is a good resume so important to a job search?

A resume is essentially a marketing tool for you. Its primary purpose is to get you an interview. Your resume should outline clearly and concisely what you have to offer a potential employer. Its contents should be selective - a brief statement of your job/career goals, and evidence of your knowledge and experience in support of those goals. Every word in your resume should promote your experience and emphasize your value to potential employers who will read it to learn what you can do for their organization.

How should your resume look?

Because your resume probably won't be looked at for more than 20-30 seconds, it must be easy to read and the key words must stand out.

- For college students and new graduates, one page is best, though some professions are open to longer resumes.
- Use plenty of white space. Don't crowd the text.
- Highlight your most relevant accomplishments by using bold and/or capital letters to draw attention to important words, phrases, and/or section headings.
- Bullet your accomplishments instead of writing in paragraph format, leading with verbs/skills used
- Tailor the experiences and skills on your resume to each specific opportunity to which you are applying – a one size fits all resume will most likely end up in the recruiter's recycling bin.
- Print your resume on high quality white or off-white paper.
- Make sure to be consistent throughout (e.g., all bullets should be the same size, use one style for date format)

What do you put on a resume?

There is no one way to write a resume. You must decide how best to emphasize your most related strengths and skills. Different industries may prefer slightly different formats, but the following are some suggested guidelines:

• Identifying Information

Name, address and phone number. If you are operating from two addresses (school and permanent), give both, with the date you expect to leave the school address. Include your email address and make sure it is appropriate for professional use, i.e. avoid something like rockstarmaniac@hotmail.com

• Objective

This is the piece that provides the focus to your resume. The cover letter (see cover letter handout) is actually a more detailed version of your objective that speaks more directly to your qualifications, so keep the objective short and simple. Tailor the objective to the specific company for which you are applying. This can be as simple as stating the occupation you are seeking, being as industry specific as possible.

Sample job objectives:

“Broad interest in the helping professions. Specific interest and experience in working with emotionally troubled children.”

“To interface with customers and work with software and hardware applications.”

“To obtain an internship in the field of marketing or advertising.”

- **Education**

Start with your most recent educational accomplishment, giving degree, major, university, city, state, month and year (or anticipated month and year) of graduation. To maximize this section, include your minor, any describe honors, awards, special projects and relevant coursework. Recent graduates can put the “Education” section right after the “Objective” section. Alumni with more work history may wish to list related work experience before the “Education” section.

Include grades if they are above average or better - 3.0 or higher. Some find it useful to calculate their major GPA or their GPA over the last few semesters, but be sure to state that. If you financed a large portion of your education, say so (e.g., “Financed 55% of university education through employment, scholarships and loans.”)

- **Experience**

Employers generally prefer a reverse chronological order format that lists your most recent experiences first. To place experiences most relevant to your objective as high up on your resume as possible, consider grouping them together in reverse chronological order under a heading like “**Related Experience.**” As a student, some of your most relevant experiences might have been unpaid. These related experiences such as internships, class projects or research should be listed in this category.

Beneath this section, you can list unrelated experiences, such as a summer job, in reverse chronological order under a heading like “**Other Experience.**”

Emphasize your strongest job qualifications and quantify accomplishments using action verbs, superlatives and numbers (e.g., “Only student rep. on the sub-committee,” “Trained 8 lifeguards,” “Supervised a caseload of 6 clients,” “First undergraduate ever selected to research.”) For each job, put job title first, followed by the name of the organization, city, state and length of time worked (e.g., “Summer 2005” or “February 2006 to Present”).

Employers also want to see the transferable skills you have acquired in and out of the classroom. Examples of these are communication, research, management, technical, etc. You will find a sample of action/transferable skill verbs for your resume [later](#) in this document. The UACC career staff can also help you emphasize these skills on your resume. Be sure your skill verb tenses match the experience, i.e., use present tense for current jobs.

- **Leadership and Accomplishments (optional)**

If your activities/interests support your objective and demonstrate leadership, teamwork, or accomplishments, list them in order of importance, not chronologically. A format of title, organization, and date works well (e.g., “Volunteer Tutor, Literacy Awareness Project, 2005-2006”). If the activity supports your job objective particularly well, you may wish to include it in your “Related Experience” section.

- **Other Possible Headings (optional)**

Technical Skills, Lab Skills, Licenses and Certifications, Memberships/Affiliations, Research and Publications, Community Service, Languages.

What About References?

Today most resumes don’t require a references section. If the job posting specifically asks for references, type up a separate “References” page that lists the full name, title(s), company or organization, phone number, and email (if available) of each person who has agreed to be your reference. Always ask your references before listing them—you do not want them to be surprised by a call from an employer.

John M. Doe

Current Address (through May 30, 2007)

Granite Square Station Box 453
Durham, NH 03824
(603) 862-2010
john.doe@cisunix.unh.edu

Permanent Address

1 Sunset Drive
Dover, NH 03820
(603) 742-1234

OBJECTIVE An internship in software training and support.

EDUCATION B.S., Business Administration, expected May 2008
University of New Hampshire, Durham, NH
Minor: Computer and Information Technology
Dean's List – 3 semesters
GPA 3.36

It's okay to list anticipated degrees.

RELATED COURSES Applications Programming Using Visual Basic I and II
On-Line Network Exploration
Web Design and Development

John's minor, related courses and technical skills all support his objective, so they are displayed prominently on his resume.

TECHNICAL SKILLS JAVA
HTML and DHTML
Visual Basic
C++

RELATED EXPERIENCE **Computer Consultant, Lab Instructor, 2005-present**
Computing Information Services, UNH, Durham, NH

- Facilitated learning of applications on several platforms
- Resolved problems and instructed faculty, staff & students
- Maintained 52 computers
- Coordinated multiple activities at one time

Bullets allow the reader to scan your resume quickly and effectively.

Resident Assistant, 2004-05
Department of Residential Life, UNH, Durham, NH

- Received training in mediation skills and conflict resolution
- Enforced University policy through preventative educational programming
- Assessed students' needs through one-on-one contact
- Created a positive community for 40 diverse students by appreciating differences and serving as a mentor and role model

OTHER EXPERIENCE

Landscaper, Summers 2003-06
Lawns "R" Us, Dover, NH

- Worked effectively as part of a crew of 5 to complete jobs on schedule
- Received bonus each summer for not missing any work days

Note that John's summer job shows solid, transferable skills.

LANGUAGES Understanding of written and spoken French and Spanish

ACTIVITIES Marketing Club, 2004-06
Big Brother/Big Sister Organization, 2005-06

Jane A. Doe

12345 Main Street Durham, NH 03824 (603) 123-4567 jane.doe@unh.edu

Objective

To obtain a position in publishing and editing.

Keep your objective short and directed at a position or industry.

Education

BA, Communication with a minor in Spanish 5/2007
University of New Hampshire (UNH), Durham, NH

Study Abroad, Seville University, 9/2005-1/2006
Completed intensive coursework in Spanish language, literature and music

Related Experience

Editorial Intern 7/2006-present

Seacoast Publishing Associates, Newington NH

- Copyright galley proofs for elementary text books
- Check and verify sources for facts in text books
- Participate in weekly staff meetings

Note the use of action verbs in the job descriptions.

Staff Writer 9/2004-5/2005

The New Hampshire (UNH Student Newspaper), Durham NH

- Interviewed sources for articles relating to campus news and student life
- Wrote copy and consulted with editors regarding needed revisions
- Published 23 stories for a total of 360 column inches

Dates on the right-hand side of the page won't detract from your title or role.

Leadership Experience

First-year Orientation Leader 5/2005-6/2005 and 5/2006-6/2006

UNH, Durham NH

- Emceed events for over 60 first-year students to facilitate their knowledge of UNH campus
- Conducted presentations for parent groups, tours and student groups
- Addressed individuals' unique concerns and questions on a one-on-one basis as needed

Shift Leader and Wait Staff 5/2003-8/2003 and 5/2004-8/2004

The Bagel Café, Concord NH

- Supervised a team of 6 staff members to efficiently meet customer needs
- Effectively served customers in a fast-paced, energetic, environment
- Opened and closed store; handle cash transactions; deposited daily receipts for manager
- Developed 3 advertisements placed in local newspapers

Skills Summary

Press Releases	Column Writing	Editorials
News Reporting	Sports Writing	Speeches
Power Point	Excel	Photography

Skills summaries can be helpful for an employer doing a key word search for applicants with specific skill sets.

Campus Activities

Spanish Club, 2005-2007

Outing Club, 2005-2007

Residence Hall Council, 2004-2005

E-Resume & Online Job Searches

Recruiters are using more sophisticated online technology to meet their recruiting needs, while also complying with new Office of Federal Contract Compliance guidelines. The following are some suggestions to consider, from a top recruiter at Osram Sylvania, when conducting an online job search. Please contact a Career Advisor at UACC for more information. Our goal is to help you create an effective **online** resume in addition to the traditional hardcopy resume.

Federal Guidelines:

- Implementation of the new internet applicant nondiscrimination federal guidelines requires employers to collect some basic, confidential Equal Employment Opportunity data. Many employers are collecting this data prior to the interview. Two important things to know: 1) this information is kept separately from your application and cannot personally be attached to your applications; and 2) most large companies are now driving all applicants to their company's website to either complete a candidate profile or apply for a specific job opening. When you apply online, you will most likely receive a candidate number, which you will then present to the employer to assure that you have already applied online.

Posting to an Employer's Website:

- When applying to a particular employer website, be sure to save your candidate reference number. Recruiters who come onto campus may ask for that information as proof that you have officially applied to the company.
- Put your resume in a text or RTF (rich text format) format when copying and pasting to an employer's site. This is to ensure that it has maximum readability. Many candidates do not take this step, so the candidates who do really stand out. More information on this can be found at: http://www.quintcareers.com/e-resume_format.html. An abbreviated e-resume example is included in this document.
- If eligibility to work in the United States is unclear and may lead the employer to make the assumption that you are not eligible to work in the U.S., state this information clearly in your online resume.
- Add a keyword section to your resume of 10 – 30 terms that would include skills and experience you have, as well as types of jobs you want. Don't embellish or include skills you don't have. Be as specific as possible: use industry terms, tools, and techniques as your keywords. Recruiters don't search for 'people person' as a key word, but may search for terms like 'AutoCAD' or SPSS. Avoid keywords about soft skills such as "good communicator."
- Employers are seeking to create a diverse workforce and will be searching for diversity keywords. Diversity keywords include the acronyms of common diversity-oriented clubs and organizations: SWE, NSBE, NMBBAA. In addition to listing the acronym, also spell it out on your resume.
- Periodically updating your resume on employers' websites may keep your resume in higher visibility to recruiters. Most company applicant websites have sophisticated back-end programs that 'rate' resumes. A resume that was updated last week may come up higher on a list of resumes than a resume last updated three months ago.

Posting on a Job Board:

- Create an email account that will be used solely for your e-resume and correspondences with employers.
- Remove identifying information such as address, phone number, and names of companies where you have worked – see format example included at the end of this handout.
- Use industry/profession specific language such as C++.

- If you mention an organization in your resume, spell out the words AND include the acronym. Do not use periods between letters in the acronym. Ex: SCOPE
- If just graduating, put “entry level” for the target job title on the posting website. If seeking an internship, simply put “intern.” Using specific terms will help you get “pulled in” to a recruiter’s search.
- Be specific about information provided on a resume. If your experience with AutoCAD is version 2.0, state it. Some smaller companies with older equipment may be looking for someone with this knowledge.
- When creating a resume profile on posting sites, make your profile title as specific as you can: “Entry Level Marketing & Public Relations Resume.” Avoid vague titles like “Bob’s Resume.”

Recruiters’ Recommended Websites Include:

- www.craigslist.com – includes job search capabilities and general e-resume posting board
- www.careerbuilder.com – general e-resume posting board
- www.hotjobs.com – general e-resume posting board
- www.dice.com – a top technology job board
- www.jobcentral.com –most unadvertised Fortune 500 company jobs on the web
- www.latpro.com – the largest Hispanic & bilingual jobs and diversity career board in the Americas
- www.simplyhired.com – pulls both part-time and full-time positions nationwide into one searchable database

Sample Abbreviated Text E-Resume

Jane A. Doe
jane.doe@yahoo.com

OBJECTIVE

To obtain an entry-level position in publishing and editing.

EDUCATION

BA, Communication with a minor in Spanish, 5/2007
University of New Hampshire (UNH), Durham, NH

RELATED EXPERIENCE

Editorial Intern, 7/2006-present
Large Regional Newspaper with Circulation at 2M.
Newington NH
*Copyright galley proofs for elementary text books
*Check and verify sources for facts in text books
*Participate in weekly staff meetings

LEADERSHIP EXPERIENCE

First-year Orientation Leader, 5/2005-6/2005 and 5/2006-6/2006
University of New Hampshire, Durham NH
*Emceed events for over 60 first-year students to facilitate their knowledge of UNH campus
*Conducted presentations for parent groups, tours and student groups
*Addressed individuals’ unique concerns and questions on a one-on-one basis as needed

KEYWORDS

Press Releases, Column Writing, Editorials, Leadership, Editing
News Reporting, Sports Writing, Speeches, Spanish, Marketing
Power Point, Excel, Photography, Books, Sales
Editing, Proofreading, Publishing, Presentations
English, Grammar, Writing, Public Speaking

When creating a text or RTF format, remember the following:

- * Use the spacebar instead of tabs.
- * Don’t underline, bold, or italicize text.
- * Keep text left justified. If you must center something, use the spacebar.
- * Use commonly accepted fonts such as Courier, Arial, or Times New Roman.
- * Do not depend on word wrap functions. Use a hard return instead.

Skills List for Your Resume

Management Skills

Administered
Analyzed
Assigned
Attained
Chaired
Contracted
Consolidated
Coordinated
Delegated
Developed
Directed
Evaluated
Executed
Improved
Increased
Organized
Oversaw
Planned
Prioritized
Produced
Recommended
Reviewed
Scheduled
Strengthened
Supervised

Communication Skills

Addressed
Arbitrated
Arranged
Authored
Corresponded
Developed
Discussed
Directed
Drafted
Edited
Enlisted
Formulated
Influenced
Interpreted
Lectured
Mediated

Moderated
Motivated
Negotiated
Persuaded
Promoted
Publicized
Reconciled
Spoke
Translated
Wrote

Research Skills

Clarified
Collected
Critiqued
Diagnosed
Evaluated
Examined
Extracted
Identified
Inspected
Interpreted
Interviewed
Investigated
Organized
Reviewed
Summarized
Surveyed
Systematized

Technical Skills

Assembled
Built
Calculated
Computed
Designed
Engineered
Fabricated
Maintained
Operated
Overhauled
Programmed
Remodeled
Repaired

Solved
Trained
Upgraded

Teaching Skills

Adapted
Advised
Clarified
Coached
Communicated
Coordinated
Developed
Enabled
Encouraged
Evaluated
Explained
Facilitated
Guided
Informed
Initiated
Instructed
Persuaded
Set goals
Stimulated

Financial Skills

Administered
Allocated
Analyzed
Appraised
Audited
Balanced
Budgeted
Calculated
Computed
Developed
Forecast
Managed
Marketed
Planned
Projected
Researched

Creative Skills

Acted
Conceptualized
Created
Designed
Developed
Directed
Established
Fashioned
Founded
Illustrated
Instituted
Integrated
Introduced
Invented
Originated
Performed
Planned
Revitalized
Shaped

Helping Skills

Assessed
Assisted
Clarified
Coached
Counseled
Demonstrated
Diagnosed
Educated
Expedited
Facilitated
Familiarized
Guided
Referred
Rehabilitated
Represented

Clerical or Detail Skills

Approved
Arranged
Cataloged
Classified

Collected
Compiled
Dispatched
Executed
Generated
Implemented
Inspected
Monitored
Operated
Organized
Prepared
Processed
Purchased
Recorded
Retrieved
Screened
Specified
Systematized
Tabulated
Validated

Examples of Transferable Skills

Leadership

- Exhibit self-motivation and a positive attitude
- Motivate individuals and groups to perform
- Encourage effective teamwork
- Design and implement plans of action
- Set goals and follow through
- Assess and evaluate situations effectively
- Manage time efficiently and effectively through scheduling and prioritizing
- Handle multiple demands for commitment of time, energy, and resources
- Identify critical issues quickly and accurately
- Meet the needs of both the organization and the employees when possible
- Use integrity in decision-making

Program Administration

- Interpret rules and regulations
- Analyze data and information
- Create innovative solutions to complex problems
- Ensure that tasks are completed on time
- Prioritize daily workload

Information Management

- Research, investigate, and compile information
- Synthesize facts, concepts, and principles
- Compile, sort, and interpret data
- Identify and combine a variety of resource materials into final copy
- Formulate relevant questions and develop ways to supply and clarify answers
- Communicate facts and ideas clearly both orally or in writing
- Manage a budget and keep accurate financial records

Creativity

- Solve problems creatively, logically, and practically
- Write interesting and clear articles, reports, etc.
- Design activities to interest participants
- Market and display products to appeal to target audience
- Create visually intriguing and skilled designs, displays, or works of art
- Demonstrate convincing public speaking or acting skills

Interpersonal Communications

- Exercise "give and take" to achieve group results
- Display understanding of, and respect for, people from diverse backgrounds
- Understand and work within the group culture
- Listen actively and attentively
- Delegate tasks and responsibilities
- Interpret behavior and emotional patterns in individuals and groups
- Teach, supervise, and train others using easy-to-understand concepts and hands on experience
- Conduct in-depth interviews
- Express ideas and thoughts based on facts
- Mediate conflict with tact and diplomacy

Personal Development

- Instill self-confidence and self-esteem in others
- Demonstrate flexibility and commitment to change and learning
- Learn the value of hard work and persistence

updated 7/07