



Résumé Writing



College of Education Career Services

University of Nevada, Reno

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University of
Nevada, Reno
Mail Stop 0287
Reno, NV 89557

Fax: 775-327-2323

Email
coecareers@unr.edu

www.unr.edu/educ/coecareers

Before You Begin

Before you write, take time to do a self-assessment. Here are some things to consider:

- Previous jobs or employment paid & unpaid; full or part-time.
- Internships & training programs with companies or organizations.
- College courses, training seminars, or conferences of an educational nature
- Professional associations, societies, awards, grants, & fellowships
- Volunteer or community service experiences
- Leadership experiences in the context of religious, political, or other interest groups
- Campus activities such as sports teams, musical ensembles, cultural/ethnic groups, & publications

- Computer skills & international language abilities
- Relevant international travel
- Hobbies related to your career field
- Unusual or unique experiences which may catch the reader's eye

<http://www.wellesley.edu/cws/students/format.html>

Purpose of a Resume

- GET AN INTERVIEW!!
- Market yourself to prospective employers
- Communicate your skills and accomplishments
- Provide employers with a "calling card", so they know how to contact you if a position opens up
- Gives the employer a guide for interview questions, i.e. "Tell me more about your experience at _____"



Résumé Font & Paper

Résumé Format

The average time an employer takes to look at a resume is 20-30 seconds. Thus, your resume needs to stand out and make a positive first impression. There are several resume components that impact this including paper and font choice, sections and spacing, and length. Be creative yet professional; you want your resume to look original and professional at the same time.

Choosing the Right Paper

Take a look around any office supply store and you will find shelves of résumé paper in different colors and thickness. While a quality piece of paper can help your résumé stand out, you should be careful not to go overboard. Pink, strawberry scented, glitter paper while attention getting, is not recommended. You want your résumé to stand out but be professional at the same time.

- Stay away from bright colors; stick to neutrals instead such as ivory, parchment, or linen.
- Use paper with a plain smooth finish.
- Paper may be slightly heavier than regular paper, but not too stiff or thick.
- Use a standard 8.5 x 11 in. piece of paper.

<http://www.lifeclever.com/the-7-deadly-sins-of-resume-design/>

Font

Before choosing a font for your résumé, you need to consider the style you want to depict.

Traditional- Serif Fonts

- Bookman
- Century Schoolbook
- Courier New
- Garamond
- Palatino Linotype
- Times New Roman

Contemporary- Sans Serif Fonts

- Arial
- Arial Narrow
- **Lucida Sans**
- Tahoma
- Verdana

You shouldn't use more than 2 fonts in a single document. However, it is okay to use variations in bold, italic, and different sizes to call attention to different sections of your résumé.

- Use a larger font for your name, all other font should be size 12. However, if you need more room, size 10 is acceptable.

To make document clean and clear, it is recommended that you stick with one font for your headings, and if you want to use a second font, then use it for your content.

<http://www.powerful-sample-resume-formats.com/resume-fonts.html>



Résumé Formatting

Margins

Margins: 1" all around; if you need more space you can decrease them but do not go below ½" because it makes the résumé look crowded.

Justification: left-aligned is recommended over block justified because using a block format can leave a lot of open space between texts.

Left Margin: the reader's eye naturally pauses on the side; therefore, it is a good idea to arrange important information along this margin.

Right Margin: putting information on the right side of the page can provide balance, highlighting the left side. This may be a good place to put the job location and/or dates to balance the employer's name and your position title on the left margin.

<http://www.wellesley.edu/cws/students/format.html>

Dividing your Résumé

Sections: Subdividing your résumé into category sections make it clearer and easier to read. Make sure space exists around each section.

Paragraph or Bullet Form: When describing specific job duties or a leadership role, most people use either paragraph or bullet form.

<http://www.wellesley.edu/cws/students/format.html>

Résumé Length

One-Page: For individuals with less than 10 years experience, who have little experience in the area they are pursuing a career in, or who have held one of two positions with the same employer, a one-page résumé should be sufficient.

Two-Page: If you have more than 10 years of experience related to your goal or your field requires technical skills, and you need space to list and prove your knowledge, then a two-page résumé may be more appropriate.



Résumé Tips

Scannable Résumés

- Some employers keep a résumé database which means that unless applicants apply online, their résumés are scanned into the database.
- A “scannable résumé” is a document that can be successfully scanned using technology that scans your document as a graphic image and then converts it back to text (1).
- Once your résumé is in electronic format, a computer program can search your scanned résumé for certain terms and keywords.
- Content, not artistic value, matters the most. Formatting and graphics may not transfer to electronic format, and may create problems for computer programs (2).

Tips for Creating a Scannable Résumé

- Use left-justification
- Limit the use of columns
- Use a common font, such as Arial or Times New Roman
- Avoid using italics or boldface
- Do not use graphics, lines, or bullets

(1) <http://www.career.vt.edu/jobsearch/Resumes/scannable.htm>

(2) http://www.workforcelink.com/newworkforce/onet/resume_tutorial.pdf

Staples

- Your résumé should be easy to scan or copy.
- If you need to attach supporting documents to your résumé, use a paper clip instead of staples.
- Paper clips allow the employer to spread out your information so it can be seen all at once.

Double-Sided

- Double-sided résumés should be avoided as they are more difficult to copy.
- If résumés are placed in a pile to be copied, double-sided résumés may end up missing one side leaving off important information and hurting your chances of getting the position you are seeking.



Résumé Sections

Heading

The purpose of the heading is to provide your contact information to a potential employer.

Remember:

- All your contact information should go at the top of your résumé.
- Avoid nicknames.
- Use a permanent address- your parents', a friend's, or the address you plan to use after graduation.
- Use a permanent telephone number with the area code. If you have an answering machine, record a neutral greeting.
- Include your e-mail address. (Note: Choose an e-mail address that sounds professional.)
- Include your web site address only if the web page reflects your professional ambitions.

Objective Statement

The purpose of the objective is to clearly state the type of job for which you will be applying.

Remember:

- Be specific about the job you want.
- Tailor your objective to each employer you target and every job you seek.

Education

The purpose of this section is to list all formal education you have earned.

New graduates without a lot of work experience should list their educational information first. Alumni can list it after the work experience section.

Remember:

- Your most recent educational information is listed first.
- Include your degree (A.S., B.S., B.A., etc.), major, institution attended, and minor/concentration.
- Add your grade point average (GPA) if it is higher than 3.0.
- Mention academic honors.

Example:

Bachelor of Science, Elementary Education, Cum Laude, 3.50,
University of Nevada, Reno December 2005



Résumé Sections

Experience

The purpose of this section is to communicate previous work experience that is evidence of the knowledge, skills and activities relevant to the position for which you are applying.

Remember:

- When deciding what to include, ask yourself these important questions:
- Does it relate to the position?
- Does it make you appear qualified?
- Does it set you apart from other applicants?
- Could it hurt your application?

Tips for Writing Experience

- Begin each statement with an **ACTION VERB**. See our list of [résumé action verbs](#) to help you.
- Use a **QUANTIFIER**. Be detail-oriented and include specific information such as numbers and percentages
- Include a **QUALIFIER** that answers the “who, what, where, when, why, and how,” of the action verb
- Focus on **RESULTS** and **ACCOMPLISHMENTS**. If no result is appropriate, then describe the work environment, such as “a busy retail store.”

Information to Avoid

Leave out:

- Photograph
- Age
- Number of children
- Height
- Weight
- Marital Status

Information that is irrelevant and unrelated to the position should be omitted from a résumé. Too much information will clutter your résumé and may distract or annoy your potential employer.

Other Information

You may want to add:

- Summary of Qualifications
- Skills and Accomplishments
- Relevant coursework & class projects
- Affiliations
- Certifications/License
- Military
- Leadership
- Languages
- Training and workshops
- Memberships
- Travel

When deciding what additional information to include on your résumé, consider how the data relates to the job for which you are applying. If it will be seen as an asset include it, otherwise leave it out. For instance, if you are applying for a position at a sports store, your interest in watching and playing sports would be seen as important and could be included but would be left off résumés for other positions.



Action Verbs

Work Experience Bullets: Action Verbs

Bulleted work experience statements never begin with pronouns (I, my, etc.). Always begin them with an action verb to increase the strength of your writing and make potential employers take notice of your accomplishments and skills! Do not ever let your résumé leave your hands until you have described your accomplishments skills, and experiences using these key action verbs. Notice that all of the action verbs below end with “ed.”

Skill Categories

Communication

Addressed
Advertised
Arbitrated
Articulated
Authored
Composed
Conferred
Consulted
Contacted
Conveyed
Convinced
Debated
Defined
Developed
Directed
Discussed
Drafted
Edited
Elicited
Enlisted
Explained
Expressed
Formulated
Furnished
Incorporated
Influenced
Interacted
Interpreted
Interviewed
Involved
Joined
Judged

Lectured
Listened
Marketed
Mediated
Moderated
Negotiated
Observed
Outlined
Participated
Persuaded
Presented
Promoted
Proposed
Publicized
Reconciled
Recruited
Referred
Reinforced
Reported
Resolved
Responded
Solicited
Specified
Spoke
Suggested
Summarized
Synthesized
Translated
Wrote
Creative
Acted
Adapted
Began

Combined
Condensed
Created
Customized
Designed
Developed
Displayed
Drew
Entertained
Established
Fashioned
Formulated
Founded
Illustrated
Initiated
Instituted
Integrated
Introduced
Invented
Modeled
Modified
Originated
Performed
Photographed
Planned
Revised
Revitalized
Shaped
Financial/Data
Adjusted
Allocated
Analyzed
Appraised

Assessed
Audited
Balanced
Budgeted
Calculated
Computed
Conserved
Corrected
Determined
Developed
Estimated
Forecasted
Managed
Marketed
Measured
Netted
Planned
Prepared
Programmed
Projected
Qualified
Reconciled
Reduced
Researched
Retrieved
Helping
Adapted
Advocated
Aided
Answered
Arranged
Assessed
Assisted

Clarified
Coached
Collaborated
Contributed
Cooperated
Counseled
Demonstrated
Diagnosed
Educated
Encouraged
Ensured
Expedited
Facilitated
Familiarized
Furthered
Guided
Helped
Insured
Intervened
Motivated
Prevented
Provided
Referred
Represented
Resolved
Simplified
Supplied
Supported
Volunteered
**Management/
Leadership**
Administered
Appointed
Approved
Assigned
Attained
Authorized
Chaired
Considered
Consolidated
Contracted
Controlled
Converted
Coordinated
Decided
Delegated
Developed
Directed
Eliminated
Emphasized
Enforced
Enhanced
Established
Executed
Generated
Handled

Headed
Hired
Hosted
Improved
Incorporated
Increased
Initiated
Inspected
Instituted
Led
Managed
Merged
Motivated
Navigated
Organized
Originated
Overhauled
Oversaw
Planned
Presided
Prioritized
Produced
Recommended
Reorganized
Replaced
Restored
Reviewed
Scheduled
Secured
Selected
Streamlined
Strengthened
Supervised
Terminated
Organizational
Arranged
Catalogued
Categorized
Charted
Classified
Coded
Compiled
Corrected
Corresponded
Distributed
Executed
Filed
Generated
Inspected
Logged
Maintained
Monitored
Obtained
Operated
Ordered
Organized

Prepared
Processed
Provided
Purchased
Recorded
Registered
Reserved
Responded
Reviewed
Routed
Screened
Submitted
Supplied
Standardized
Systematized
Updated
Validated
Verified
Research
Analyzed
Clarified
Collected
Compared
Conducted
Critiqued
Detected
Determined
Diagnosed
Evaluated
Examined
Experimented
Explored
Extracted
Formulated
Gathered
Inspected
Interviewed
Invented
Investigated
Located
Measured
Organized
Researched
Reviewed
Searched
Solved
Summarized
Surveyed
Systematized
Tested
Teaching
Adapted
Advised
Clarified
Coached
Communicated

Conducted
Coordinated
Critiqued
Developed
Enabled
Evaluated
Explained
Facilitated
Focused
Guided
Individualized
Informed
Instilled
Instructed
Motivated
Persuaded
Simulated
Stimulated
Taught
Tested
Trained
Transmitted
Tutored
Technical
Adapted
Applied
Assembled
Built
Calculated
Computed
Conserved
Constructed
Debugged
Designed
Determined
Developed
Engineered
Fabricated
Fortified
Installed
Maintained
Operated
Overhauled
Printed
Programmed
Rectified
Regulated
Remodeled
Repaired
Solved
Specialized
Standardized
Studied
Upgraded
Utilized



Résumé Links

Links

Resource Links for Résumé Writing

Best Sample Résumé

<http://www.bestsampleresume.com/teachers-resumes.html>

Six Steps to a Blockbuster Résumé

http://www.epistemelinks.com/edge/resume/center_2.asp

How to Write a Masterpiece Résumé

<http://www.rockportinstitute.com/resumes.html>

Résumé Critique Checklist

<http://career-advice.monster.com/resume-critique/Resume-Critique-Checklist/home.aspx>

The Seven Deadly Sins of Résumé Design

<http://www.lifeclever.com/the-7-deadly-sins-of-resume-design/>

Résumé Resource

<http://www.resume-resource.com/>

44 Résumé Writing Tips

<http://www.dailywritingtips.com/resume-writing-tips/>

Résumé Tips

<http://www.free-resume-tips.com/10tips.html>



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www.unr.edu/educ/coecareers

[Your Name]
[Street Address], [City, ST ZIP Code]
[phone] [e-mail]

This is your Heading

EXAMPLE 1

Professional Profile

This is your Objective Statement

Eager to bring elementary students into the twenty-first century using a unique combination of education experience coupled with ten years' business background in computer systems management. Dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of knowledge in children.

Education, Honors, and Certifications

Education Section

M.S. Elementary Education
Elm College, Flushing, NY. 1995

Bachelor of Science Computer Science
Fir Tree University, Hempstead, NY. 1984

Kappa Delta Pi Honor Society Member

Provisional Certifications
NY State Elementary Education. 1995
NY State Business Education. 1995

Key Qualifications

Experience Section

Experienced Computer Educator

Designed and conducted various faculty and student workshops for training in word processing and spreadsheet software. Instructed corporate personnel in use of word processing, desktop publishing, and drafting programs for conversion from manual typesetting and drafting to computer assisted methods.

Computer Skills

- Proficient in Microsoft Word, Publisher, Excel, and PowerPoint; PageMaker, AutoCAD, Books in Print, Baker & Taylor Links
- Working knowledge of the Internet
- System installations and debugging; terminal/printer operations

Employment

Professional Development in Education

- **Substitute Teacher, K thru High School**, April 1995 to present
- **Graduate Advisor, Education Dept.**, October 1995 to present
Elm College, Flushing, NY
- **Workshop Presenter**, November 1995
First combined International Reading Association Regional Conference, Nashville, TN
- **Information Services Assistant**, May 1994 to August 1995
Elm College, Flushing, NY
- **Student Teacher**, September to December 1994
Fir Tree Elementary, Flushing, NY

Computer Related Training Positions

- **Workshop Presenter**, February, 1995
Maple High School, East Islip, NY
- **Graduate Assistant**, August 1993 to May 1994
Elm College, Flushing, NY
- **Software Engineer**, 1989 to 1991
Trey Research, Smithtown, NY

Professional Affiliations

Other Information

International Reading Association
Association for Supervision and Curriculum Development

Henry Jackson
112 Rockford Dr., Valley, NV 89566
775-896-1234
Jackson@hotmail.com

EXAMPLE 2

Objective Enthusiastic, self-directed educator, committed to student learning and development is seeking a position in secondary education.

Education M.S., Secondary Education, English & History University of Nevada, Reno May 2005
B.A., Secondary Education and Psychology, Cum Laude, University of Nevada, Reno May 2003

Employment

Garfield High School, Reno NV 2005-2008

- Taught three periods of English and three periods of History to ninth graders.
- Devised lessons, which captured student's imaginations.

University of Nevada, Reno, Reno NV 2003-2005

- Assisted the teaching staff of the Curriculum, Teaching, and Learning Department with grading, and teaching undergraduate college students.
- Participated on a research project examining the impact of pair tutoring on reading improvement.

Campus Elementary School, Reno NV 2001-2003

- Assisted the teaching staff of Campus Elementary school by preparing lessons in English, History and Geography.
 - Corrected assignments and provided reports to each teacher on the grades achieved by each class.
 - Supported course tutors in the preparations of lessons for individual tutoring sessions.
-

Relevant Experience

Internship (600 hours) Spring 2003

- Assisted, observed and taught 7th and 8th grade students in English.
- Created and implemented daily lesson plans and teaching materials.
- Observed and Conducted parent teacher conferences.
- Taught English to 6 periods of 25+ students for a 2-week period.

Practicum (25 hours) Spring 2002

- Observed a classroom and worked with students one-on-one and in groups.

Volunteer Experience

- Volunteered as a mentor for Big Brothers/Big Sister of Washoe County

Honors and Activities

- National Student Education Association
- Dean's List (4 years)
- Psy-Chi National Honor Society in Psychology