

The Resume Workbook

For College Students
and Recent Grads



A Fill-in-the-Blanks Guide
by Yana Parker

Featuring Ten Easy Steps for Writing a G-R-R-REAT Resume

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The Resume Workbook for College Students and Recent Grads

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This version of The Resume Workbook
is a good choice for College Students
and recent graduates with minimal paid
experience in their chosen career field.

A NOTE TO EDUCATORS and JOB SEARCH COUNSELORS

This workbook is designed to be consistent with the resume writing strategies presented in Yana Parker's other publications:

- *Damn Good Resume Guide*
- *The Resume Catalog*
- *Ready-To-Go Resumes* — Software/Templates
- *Blue Collar and Beyond: Resumes for Skilled Trades and Services*

These four books are available from Ten Speed Press.
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Pairing the above resources with this Resume Workbook will provide an abundant source of good examples and will help job seekers deal successfully with most resume writing problems including:

- ... inability to identify transferable skills
 - ... confusion about job objectives
 - ... lack of paid work experience
 - ... limited business writing skills
- and many other barriers to producing great resumes.

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Ten Steps to a Great Resume

Table of Contents

Step 1:	Uncover Your Skills, Abilities, and Special Talents	Page 2 - 6
Step 2:	Choose a Job Objective	Page 7
Step 3:	Learn the Requirements of That Job – <i>Guide for Informational Interviewing</i>	Page 8 Page 9
Step 4:	Identify Your Related Skills and Abilities – <i>Tips to Identify Some Skill-Related Achievements</i>	Page 10 Page 11
Step 5:	Write One-Liners to Demonstrate Your Skills – <i>Hot Tips For Writing Good One-Liners</i> – <i>List of Action Words to Start One-Liners</i> – <i>Write Your Skill One-Liners Here</i>	Page 12 Page 13 Page 14 Page 15
Step 6:	List Your Work History	Page 16 - 17
Step 7:	List Your Education and Training	Page 18 - 19
Step 8:	Summarize Your Key Points	Page 20
Step 9:	Assemble Your Resume – <i>Worksheets to Assemble Your Resume</i>	Page 21 Page 22 - 23
Step 10:	Produce Your Final Resume	Page 24
	Examples of Good Student Resumes	Page 25 - 32

Your Name

Phone Number

Address

Email Address



**STEP 1: Uncover Your Skills,
Abilities, and Special Talents (continued)**

1. Good FRIENDS count on each other for lots of things.

What do YOUR friends count on YOU for?

2. What does your FAMILY count on you for?

3. What DIFFICULTIES or barriers have you overcome to get where you are now?

4. What COURAGEOUS things have you done that you feel good about?

5. If one of your college friends were to BRAG about you, what would they say?



STEP 1: Uncover Your Skills,
Abilities, and Special Talents (continued)

6. IF YOU felt totally comfortable bragging about yourself, what would **YOU** brag about? What are you most **PROUD** of?

7. What PRAISE or acknowledgment have you gotten from your instructors or from your employers?

8. If you suddenly had to move far away (say, your folks got a job in a different part of the country) what would your friends or instructors or colleagues **MISS** most about you? How would their lives be more difficult, less fun, or less interesting if you weren't there?

9. What CREATIVE things have you done that you feel good about?



*STEP 1: Uncover Your Skills,
Abilities, and Special Talents (continued)*

10. Name about SIX QUALITIES or characteristics of OTHER people that you most respect or admire.

11. Which of the qualities you named above are also true about YOU? For each of those qualities, tell what you DO that gives people the impression that you have that quality.

**12. Think of a PROBLEM that came up that had other people stumped, but that YOU were able to do something about, to improve the situation.
What did YOU do? What does that say about your abilities?**



STEP 1: Uncover Your Skills,
Abilities, and Special Talents (continued)

13. Which academic subjects are you best at? Why do you like those studies?

14. What do you **KNOW** so well—or **DO** so well—that you could teach it to others?
What's the main **TIP** you'd tell people about how to do that fabulously?

15. What **ACHIEVEMENTS** in your jobs or internships gave you the most **SATISFACTION**?

16. In those satisfying achievements (above), what **SKILLS** were you using that
you'd like to apply to future jobs?

STEP 2: Choose a Job Objective

A. Make a list of all the JOBS or positions that you THINK you'd like to apply for.

Include jobs that call for the **skills, abilities, and special talents** that you discovered about yourself while doing the quiz on pages 2 through 6. Include jobs we call **“bridge jobs”**—positions that would give you a chance to **gain experience or develop more skills** for even *better* jobs.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. Choose ONE job from your list above, as your current Job Objective, and write it again at the bottom of this page:

Here are some examples of clearly written Job Objectives:

- Job objective: Associate Position in Marketing
- Job objective: Internship in a public or private law agency
- Job objective: Substitute Teacher, Studio Art or Art History
- Job objective: Summer internship in the Computer Science Dept.
- Objective: Sales Rep for a national pharmaceutical company
- Job objective: Technical Researcher in Educational Program Development



DON'T “puff up” your job objective with over-used phrases such as “a responsible and challenging position” ... (b-o-r-i-n-g) ... “with opportunity for advancement” (it’s too early to talk about raises—wait until you’re on the job a while!). Keep it SIMPLE.

My Job Objective for THIS resume is:

NOTE: If you feel stuck coming up with a good Job Objective, you may want to visit your college career center for some one-on-one career counseling and career assessment.

STEP 3: Learn the Requirements of That Job

Find out what **education, skills, and experience** are needed to do the job you chose as your **Job Objective**—then write that in the spaces below.

Information about what it takes to do the job can be found in several ways:

1. **Look on the WEB** (Internet). Ask your counselor for help on how to do this.
2. **Talk with several people already working at a job like that:** This kind of job research is called **Informational Interviewing**. How do you do it? Find someone who already does that kind of work. Visit them on the job or at home and ask them to tell you all about **“what it takes.”** For more detailed instructions, see page 9.
3. Participate in “Job Shadowing” or “Career Exploration” when offered at your school.
4. Explore classified ads for jobs similar to your job objective.

• **Education or Certification Needed:**

• **Skills Needed: (including special knowledge needed)**

• **Experience Needed:**

Guide for Informational Interviewing

“**INFORMATIONAL INTERVIEWING**” is a rather fancy phrase for a very straightforward, logical, and extremely helpful idea that works to gather crucial information when you are choosing a career field or clarifying your job objective.

Here's what you do:

- A. Think back on your most enjoyable days of work or play, and **jot down some ideas about what you think you're best at and enjoy doing**—not actual job titles, but **SKILLS** and **ABILITIES** and **TALENTS** and **INTERESTS**—all the things you bring into your various activities and hobbies.
- B. **Ask around** among all your friends, relatives, neighbors, colleagues, instructors, counselors, **ANYBODY**, and **get from them the names of people who are already AT WORK USING these same SKILLS and abilities that YOU most enjoy using**—somebody you could talk with for information (NOT for a job, just for **INFORMATION** about that line of work).
- C. **Ask** each friend, relative, etc., **for permission to mention THEIR name** when you call the person they recommend.
- D. **Call each of the people** they recommend and:
 - Mention the friend or relative's name;
 - **Ask for 15 or 20 minutes of their time** to visit with them and learn a bit more about **THEIR** line of work;
 - **Explain that you think you might be interested in that field** because it uses skills and abilities you have, **BUT** you're not sure yet, you're still checking things out and deciding your career direction;
 - **Tell them you're not looking for a job right now**, just getting more info to help you get clear about your job goals.
- E. **Make an appointment** to visit them at their workplace for about 20 minutes.
- F. **Make up a good list of questions** that you'd like to ask—for example: How did you get this kind of job? What are the requirements for this work? What are the best and the worst aspects of this work? What kind of pay range can be expected in this line of work? What chances are there for moving ahead in this field? What education, skills, and experience does it require? Anything that would help you decide whether this is a good direction for you.
- G. **Show up right on time** for the meeting, **ask all your questions**, and **take some brief notes** so you won't forget.
- H. **Wrap up the meeting on time, thank the person**, and as you leave **ask them for the names of two OTHER people** who use those same skills that you want to use in your future career.
- I. When you get home, sit down and **write a short thank-you note to the person you just met, and mail it that same day**.
- J. Next day, **call the two NEW people mentioned**, make appointments with **THEM**, and follow the same plan as above.
- K. **Continue this process until you find yourself EXCITED and ENTHUSIASTIC about a particular line of work** and know that this is the direction you want. **THEN** you'll find it easier to choose a Job Objective you can happily pursue with all your energy.
- L. Always keep in mind that **THIS PROCESS WORKS**, and admittedly it **SEEMS a bit scary**, but the fact is that **people ARE willing to share their information** when you show **respect** for their time, **interest** in their line of work, and **appreciation** for their help.



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STEP 4: Identify Your Related Skills and Abilities

Review all of your skills and abilities that you listed on pages 3-6.

Select the ones that are most related to your job objective, and write them in the space at the bottom of this page.

► **TIP:** Some of the skills that aren't needed for your *current* Job Objective could be left off, and perhaps used on a *future* resume when you are looking for a different kind of job.

Below are a few EXAMPLES of Job Objectives and some related Skills and Abilities. Notice that you can *combine* a couple of your skills which—by themselves—might not seem all that impressive.

If your **Job Objective** is an Entry Position in the 3D Animation Industry . . .

Some **related skills** might be:

- Graphics and Design
- Software Development
- Movie Editing Technology

If your **Job Objective** is Program Development Position in Public Information Services . . .

Some **related skills** might be:

- Needs assessment
- Resource gathering and analysis
- Program design and promotion

If your **Job Objective** is Position as a Marketing Intern . . .

Some **related skills** might be:

- Creative marketing strategies
- Business network development
- Product expertise



My Job Objective is: _____

(Just a reminder—same as the Job Objective you listed in Step 2, page 7)

My strongest skills and abilities that are also RELATED to my Job Objective are:

Tips to Identify Some Skill-Related Achievements

For each of your key relevant skills, think of several achievements from your work history and your college studies that illustrate that skill. **Don't worry about the wording yet (that's Step 5). For now, just get your ideas down quickly, any old way.**

- **TIP: Work History in this case means ANY WORK you have done—paid jobs, volunteer work, internships, etc. — that documents the skills and knowledge you need to show for your desired new career.**

Here are two ways to identify some of your relevant achievements:

1. USE THE “P.A.R.” APPROACH.

- a) What **Problem** existed in your neighborhood, school, or workplace?
- b) What **Action** did you take to resolve the problem?
- c) What were the beneficial **Results** of your action?

P.A.R. statements are powerful because they show clear examples of you *making a difference* for your employer. Here are some examples:

- Transformed a disorganized, inefficient computer lab into a smooth-running operation by totally redesigning the layout; this saved both time and money for the department.
- Successfully collected overdue or unbilled client fees by thoroughly auditing billing records and persevering in telephone collection follow-ups.
- Organized a Neighborhood Watch Committee that succeeded in improving the safety of our streets, and promoting a sense of community.

Some of my achievements using the P.A.R. approach:

(for example, “solved the Y2K problem”)

2. USE THE RECOGNITION APPROACH.

- a) Were you asked to take on more responsibility? For example:
 - Chosen out of a staff of 15 to train new employees in the engineering department.
 - Selected by the manager to handle special rush assignments.
- b) Were you awarded an advancement?
 - Promoted to position of head waiter within first few months on the job.
- c) Did you earn a bonus for bringing in a new customer or maintaining a difficult customer?
- d) Did you get good feedback on performance evaluations?
- e) Were you praised or acknowledged by customers, co-workers, outside agencies you contact for your company, union leaders, even competitors?
 - Received personal letters of gratitude from clients for outstanding performance.

Some of my achievements using the recognition approach:

(for example, “won the Rookie Salesman award”)

STEP 5: Write One-Liners To Demonstrate Your Related Skills and Abilities

Demonstrating—or documenting—your related skills, is really the HEART of your resume. This is an important step, so let's STOP and take a d-e-e-p breath, and get our bearings!

The work you do in the next few pages takes some careful thought—and there are some guidelines here to help you do a good job of it.

For starters, you'll see the term “one-liner” used here, and you might well ask...

WHAT IS A “ONE-LINER”?

A “one-liner” is simply a one-line sentence that describes how you've *already* used the skills and abilities you plan to use in your next job—the one you chose as your Job Objective.

Note that sometimes a “one-liner” actually takes up *two* lines, or even *three*—but we *still* called it a “one-liner.”

HOW IS A “ONE-LINER” DIFFERENT FROM A “SENTENCE”?

“One-liners” are usually ACTION statements, meaning—well, *they show you in ACTION!*

And they usually *start off* with ACTION words.

On page 14 you'll find a long list of Action Words that are good to use at the beginning of your “one-liners.”

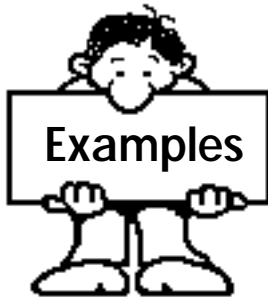
On page 15 you'll find space to practice writing your “one-liners.”

THEN WHAT DO I DO WITH THE “ONE-LINERS”?

Later you will be placing your “one-liners” into the body of your resume (see page 21)

... either *beneath a job-title* in your Work History section ...

... or *beneath a skill-heading* in your Related Experience section—depending on whether you choose to arrange your resume “chronologically” (by dates) or “functionally” (by skills).



EXAMPLES OF GOOD “ONE-LINERS”

(These examples were taken from three different resumes.)

- Developed and authored an improved 50-page employee handbook, selecting the best of the existing information and generating new materials. It was adopted for company-wide use.
- Evaluated current Employee Orientation prior to a planned revision of the program.
- Researched and prepared material for the annual Quality Assurance reports.

- Maintained my own web design company and designed unique layouts for over 20 company organization web sites.
- Developed a good knowledge of 3D technology, terms, and techniques; eager to learn more.
- Initiated a popular Job Information Bulletin Board for career-search networking.
- Assembled a wide range of current job resource materials: newspapers articles on market trends, career magazines and books, job listings, sample resumes.

Hot Tips for Writing Good One-Liners

1. Rather than just *claiming* you have a skill, **demonstrate the skill by describing specific experiences** and achievements where you used or acquired the skill.
2. Describe each experience or achievement in a **simple action statement**—and place action words at or near the beginning of the line. (Refer to the list on page 14.)
3. Be sure—*whenever possible*— to **mention specific, provable, successful results** that would interest your future employer.
4. Make sure you **answer the silent “So what?” question** that comes up in the employer’s mind.

In the examples that follow— *just to point out how this is done*—we’ve italicized the “so what” words:

- Reorganized the filing system and information flow, *resulting in substantially improved efficiency in my department.*
- Advised customers of alternatives to name-brand items, *increasing customer satisfaction and product sales.*

An easy way to remember the “So what?” concept is to keep these words in mind:
“Start with an ACTION—End with a RESULT.”

5. Generally aim to **be consistent** in form, **but don’t get rigid** about it. For example, a “one-liner” in *some* cases might *not* be an action statement, but instead might be:
... a *detailed listing of all the equipment or tools* you know how to use, that relate to your job objective... or ...
... a *list of all the computer programs, systems, hardware and software* you’re familiar with that apply to your job objective. Below is an example:
 - Proficient in: MS Word, Excel, HTML, and PageMaker for the Mac.
6. In describing your achievements, **don’t go into detail about work activities you never want to do again**—or you may end up attracting more of the same!



Remember to check out the **Sample Resumes on pages 25-32** for more good ideas about writing one-liners.

List of ACTION WORDS to Start One-Liners

MANAGING

accomplished
analyzed
attained
conducted
consolidated
contacted
coordinated
developed
directed
established
evaluated
exceeded
headed
improved
increased
initiated
organized
oversaw
planned
prioritized
produced
scheduled
strengthened
trimmed

TECHNICAL

assembled
built
calculated
computed
configured
designed
determined
devised
eliminated
enhanced
fabricated
installed
maintained
operated
overhauled
programmed
reduced
refined
remodeled
repaired
retrieved
solved
trained
upgraded

CLERICAL

approved
arranged
catalogued
classified
collected
compared
compiled
completed
distributed
enlarged
implemented
inspected
monitored
operated
organized
prepared
processed
recorded
retrieved
screened
specified
sorted
tabulated
validated

COMMUNICATING

addressed
arranged
convinced
corresponded
developed
directed
drafted
edited
enlisted
influenced
interpreted
negotiated
participated
persuaded
presented
promoted
proposed
related
secured
sold
spoke
translated
wrote

RESEARCHING

collected
consulted
evaluated
examined
experimented
identified
inspected
interpreted
interviewed
investigated
obtained
organized
reviewed
searched
summarized
surveyed

TEACHING

advised
clarified
coached
communicated
coordinated
corrected
developed
enabled
encouraged
evaluated
explained
guided
informed
initiated
instructed
persuaded
set goals
trained

HELPING

assisted
clarified
coached
counseled
demonstrated
educated
guided
motivated
referred
supported

CREATING

acted
conceived
created
customized
designed
developed
established
fashioned
illustrated
improved
initiated
introduced
invented
originated
performed
planned
redesigned
reshaped
revitalized
shaped

**Circle the words you think may apply to your experience
and use some of them to begin your achievement one-liners.**

Step 5: Write Your Skill One-Liners Here

(You may want to photo-copy this page, or use the space on page 33, if you need more room to write.)

A related skill (from page 10) _____

One-liners about my experience and achievements using this skill:

- _____

- _____

- _____

- _____

A related skill (from page 10) _____

One-liners about my experience and achievements using this skill:

- _____

- _____

- _____

- _____

A related skill (from page 10) _____

One-liners about my experience and achievements using this skill:

- _____

- _____

- _____

- _____

STEP 6: List Your Work History

Make a list of any work you've done or jobs you've held—including any jobs you've *created* for yourself.

List your most *recent work first*, then your earlier work.

Include the dates of the work or employment, your job titles, and your employers.

The examples below are from several different resumes:

1997-1998 (part-time)	Counter Sales	Starbucks Coffee, Berkeley CA
1996-1998 (part-time)	Assistant Manager	Haircuts Unlimited, Binghamton NY
1996 & 1997 (summers)	Research Assistant	Spellman College, Atlanta GA
1995-present (part-time/seasonal)	Office Assistant	Family's home business
Summer 1998	Waitress	Braca's, State College PA
Summer 1997	Volunteer Tutor	"Whiz Kids" Summer Program, Oakland CA
Summer 1996	Receptionist	Investors Group, Oakland CA

- Include ALL work experience **relevant** to your job objective, even if it was short-term or unpaid work. You can call that section "Work History" rather than "Employment History."
- You can include jobs that are NOT related to your current job objective, if they help establish a record of reliability and willingness to work.
- You can include any work and odd-jobs you did on your own as an entrepreneur by creating a job title and listing YOURSELF as the employer. ("Self-Employed")
- You can include any education period in your Work History to eliminate an apparent "gap."
For example: 1997-1990 **Full-time student** — State University of New York, Buffalo
That period might then appear in BOTH your Work History AND your Education.



STEP 6: List Your Work History

(continued)

My Work History

Months & Years (most recent first)	Position or Job Title	Company Name	City

* For YOUR reference only. On your final resume you should OMIT the month started/ended unless the job was VERY brief—say, less than 6 months. Even THEN, it's better to say "Summer 1997" rather than 6/97 to 8/97. The "rules" for a resume are NOT the same as for a formal job application blank, where explicit dates are expected.



STEP 7: List Your Education and Training

Make a list of your Education and Training, emphasizing relevance to your job goal.

Under the heading of **Education and Training** you could include:

- Internships
- Degrees or certificates
- Night-school classes
- Major research projects relevant to your current job objective
- Hobbies where you are developing job-related skills (photography, surfing the Internet, etc.)
- Relevant workshops or seminars
- Correspondence courses
- Apprenticeships

EDUCATION

State your degree even if it is NOT directly related to your job goal. For example:

B.S., Health Science, anticipated 1999 — University of Ohio, Cincinnati OH

Mention your **GPA** if it is 3.0 or higher (B average or higher).
OR, mention your GPA in *job-related courses*, if it is 3.0 or higher.

You can include your college work even if you don't plan to complete a degree.

Here are some ways to list a partial or incomplete college program:

Liberal Arts, Laney Community College, Oakland CA

Business Classes, Reno Community College, Reno NV

Business Classes, 1998, Reno Community College:
...Accounting ...Financial Planning ...Sales & Marketing

Correspondence coursework in the military equivalent to
an A.A. degree in Electronics

Accounting Major, 1997-98, Brooks College, Baton Rouge LA

You could list any additional coursework, studies, projects, or community service that indicate your interest in, and commitment to, your current job objective. These could be listed under a heading called **“Related Education & Experience.”**

If you are a member of professional organizations relevant to your job objective, you could create another heading called **“Professional Affiliations”** and place it beneath your Education section.

What to Leave Out:

- Omit your High School Diploma whenever you have ANY college studies to list.
- Omit coursework that creates an image not in keeping with your current job goal — inappropriate, or too low-level, or too high-level for the employer's expectations.

TRAINING

- If you **completed** the training, list the **Certificate** you earned.
- If you only **partially completed** the training, then list the name of the program and every course you took that is directly **related** to your current job objective.
- If you are **NEW** to the field, then list every course you took that's related to your job objective *even if you DID* complete the training.

STEP 7: List Your Education and Training

(Continued)

My Education and Training

University or College	Degree / Academic major	Graduation <i>date</i>
--------------------------	-------------------------	------------------------

Training School	Certificate / Subject	Completion
-----------------	-----------------------	------------

Coursework relevant to current job objective

Skill-related campus projects, activities, organizations, leadership

STEP 8: Summarize Your Key Points

Summarize your key points near the top of your resume, under your Job Objective.

1. Make a brief list (4 to 6 lines) of key points that a new employer would want to know about you. These Key Points need to show that ...
 - you are **QUALIFIED** for the job;
 - you are a **DESIRABLE CANDIDATE** for the job.

A GOOD SUMMARY SHOULD INCLUDE THESE KEY POINTS:

- **How much experience you have—paid or unpaid—using skills that are RELATED to your chosen field of work (how many months or years).**
- **Your education, including any training in that chosen field.**
- **Your best accomplishment that relates to, or supports, your job objective.**
- **Your key skills, talents, or special knowledge related to your job objective.**
- **Something about your attitude toward working, or the way you get along with people, that would be appealing to your future employer.**

2. Make sure that every statement in your Summary is **related** to your job objective and is **supported** by what you say in your Skills section and Work History section.
3. Limit each Summary statement to just one line.
4. Make a heading for this Summary. You could call it simply “Summary” or “Summary of Qualifications”—whatever fits your style and seems comfortable to you.
5. Enter your Summary statements at the bottom of this page.

SOME EXAMPLES OF SUMMARY STATEMENTS:

Summary (Job Objective was Customer Service position)

- Nine months part-time experience in customer-service related work.
- Enrolled in Business Management studies with emphasis on Marketing.
- Earned high rating for customer satisfaction during part-time seasonal jobs.
- Familiar with the company’s products and would be proud to promote them.
- Willing to support the company policy that “the customer is always right.”

Summary (Job Objective was Entry position in computer animation and video game development)

- Over three years experience with computers on a variety of platforms.
- Currently enrolled in Associates Program, with emphasis on computer programming.
- Maintained my own Web design service, creating Web sites for over 20 organizations.
- Avid gamer with a good working knowledge of the gaming industry.
- Eager to learn and experiment; enjoy working long hours with 3D and imaging.

MY SUMMARY STATEMENTS:

STEP 9: Assemble Your Resume

If you're working with a job counselor, you may want to check your progress with your counselor now—before proceeding with this Step.

Use the worksheets on pages 22 & 23 to assemble all the parts of your resume.

1. On page 22, fill in your **NAME, ADDRESS, and PHONE**.
Add an email address if you have one.
2. Put your **JOB OBJECTIVE** below your name/address/phone—the same Job Objective you chose and wrote down way back on page 7.
3. Copy your **SUMMARY** from page 20 to the worksheet on page 22.
4. Move your **SKILL ONE-LINERS** from page 15 to pages 22 and 23.
SOME of your “one-liners” could go in your “KEY RELATED COURSES” section, where they describe how you developed or applied specific skills through coursework. And SOME of your skill one-liners could go in your “EMPLOYMENT” section—on the 3rd, 4th, or 5th lines within each job entry.

This assumes you have chosen the CHRONOLOGICAL FORMAT—often preferred by employers—such as shown on the Worksheets (page 22 and 23) and on the corresponding resume example (Sarah's resume on page 25).

But if you choose a FUNCTIONAL RESUME FORMAT such as Steve's on page 27 or Victor's on page 30, then simply keep your one-liners in the same skill-groups as on page 15 and shift them all over to a “RELATED SKILLS” section on your resume.

- ▶ **TIP:** To keep that FUNCTIONAL resume “Employer-Friendly,” re-read those “one-liners” and make sure you have made it clear where each activity occurred—in which situation or class or job—*whenever possible*. That's what makes your “Functional” style resume both *believable* and *clear* to an employer.

Here are some examples: (Italics are used here just to make the idea clear to you.)

- Filled in as teacher's aide volunteer *at Oakland Technical Institute.*
- Helped train other seasonal gardening workers *at U.C. Botanical Garden.*
- Won award for the most sales, as Advertising Manager *for the university yearbook.*

5. Move your **WORK HISTORY** from page 17 to page 23.
6. Move your **EDUCATION & TRAINING** notes from page 19 to page 22.

That's IT!
You're Almost Done!



Name

Address

Address

Phone

Email

OBJECTIVE

(Specific job target -- preferably in ten words or less)

SUMMARY

•

(See page 20 for what to put in the Summary)

•

•

•

•

EDUCATION

(Degree, major, year of completion)

(College or university, city, state)

(Area of emphasis and/or special awards)

KEY RELATED COURSES: *(see the resume example on page 25 for ideas)*

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Worksheets To Assemble Your Resume (first page)

WORK HISTORY

<i>(Date)</i>	<i>(Job title or Role)</i>	<i>(Company or Agency)</i>	<i>(City, State)</i>
	<i>(Brief OVERVIEW of role and responsibilities at this job or internship or leadership activity)</i>		
	<i>(An activity or achievement from this position that's relevant to the Job Objective)</i>		
	<i>(Another activity or achievement or skill developed, that's relevant to the Job Objective)</i>		
	<i>(Another activity or achievement or skill developed, that's relevant to the Job Objective)</i>		

<i>(Date)</i>	<i>(Job title or Role)</i>	<i>(Company or Agency)</i>	<i>(City, State)</i>
	<i>(Brief OVERVIEW of role and responsibilities at this job or internship or leadership activity)</i>		
	<i>(An activity or achievement from this position that's relevant to the Job Objective)</i>		
	<i>(Another activity or achievement or skill developed, that's relevant to the Job Objective)</i>		
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	<i>(An activity or achievement from this position that's relevant to the Job Objective)</i>		
	<i>(Another activity or achievement or skill developed, that's relevant to the Job Objective)</i>		
	<i>(Another activity or achievement or skill developed, that's relevant to the Job Objective)</i>		

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	<i>(Brief OVERVIEW of role and responsibilities at this job or internship or leadership activity)</i>		
	<i>(An activity or achievement from this position that's relevant to the Job Objective)</i>		
	<i>(Another activity or achievement or skill developed, that's relevant to the Job Objective)</i>		

<i>(Date)</i>	<i>(Job title or Role)</i>	<i>(Company or Agency)</i>	<i>(City, State)</i>
	<i>(Brief OVERVIEW of role and responsibilities at this job or internship or leadership activity)</i>		
	<i>(An activity or achievement from THIS position that's relevant to the Job Objective)</i>		

STEP 10: Produce Your Final Resume

When you have filled out pages 22-23—the Worksheets to Assemble Your Resume—you are ready to take them to your computer and word-process them yourself—or get help from someone else if you need to. You will then end up with a beautiful one- or two-page resume.

Just remember this important point:

There is really NO ONE RIGHT WAY to write or design a resume.

There's LOTS of room for you to "be yourself."

Everyone is unique, and your resume does NOT have to fit a rigid pattern, or look just like some "perfect model" of a resume.

In fact, it's lots **BETTER** if your resume **DOES NOT** look exactly like everybody else's!

Notice that **NONE** of the sample resumes in the back of this workbook fit the suggested guidelines exactly. And that's okay! **YOUR** resume doesn't have to fit any exact pattern either. The guidelines here are just to get you started finding your own style to create an effective resume.

There are just a few final things to think about before you're ready to USE your great new resume—and these are important:

- **Proofread** your resume VERY carefully, for grammar, punctuation, and spelling. Even little mistakes on a resume can ruin the impression you make. *And, if you are not an excellent speller, get help from someone who is!*
- **Get Feedback** from someone in-the-know. Find someone who knows about the kind of work you're aiming for, and ask them to look over your resume for content, clarity, appearance, and their opinion of how effective it is.

I suspect they'll be rather impressed with the results of all your hard work. *And* they may still have some great ideas for making your resume *even better*.



Sarah Q. Breugan

222 Collegetown Street • Sunnyvale, CA 94088
(415) 123-4567

Example using #304 template,
"New Graduate Resume Format,"
from **Ready-To-Go Resumes**.
Resume written by Sarah.

OBJECTIVE Sales Representative for a national pharmaceutical company.

SUMMARY

- Recent degree in Health Science Education.
- Specialized coursework in marketing, prevention, and health education.
- People-oriented work experience in medical, corporate, and small business environments.

EDUCATION **Bachelor of Science, Health Science**, December 1998
California State University, Chico
Community Health Education Major, Psychology Minor
Dean's List, 1997

KEY RELATED COURSES:

- **Grant Writing/Marketing Seminar** • Examined current problems and issues in the field of community health education. • Developed grant and marketing proposals.
- **Health Behavior Intervention Strategies** • Examined concepts in behavioral science affecting health attitudes, motivation, decision making, and risk taking, emphasizing prevention with health promotion strategies.
- **Helping Process in Human Services** • Developed skills and knowledge related to interpersonal communication typical of provider-client relations.
- **Community Health Education Techniques** • Learned skills for developing a curriculum for health education activities: organizational methods, utilization of media for program promotion, instructional techniques, and acquisition of appropriate resources. • Developed and designed an 8-hour educational seminar.
- Courses in **Human Anatomy, Human Physiology, Public Relations, and Marketing.**

CERTIFICATE: State Certified Crisis Counselor (1997)

TRAINING: Grantwriting, California State University, Chico (1998)
Technical Writing, De Anza College, Cupertino, CA (1998)

EMPLOYMENT **Internship, Human Resources** • INFOQUEST, San Jose, CA Summer 1998

- Developed and authored a 50-page employee handbook which included existing information and creation of new materials.
- Evaluated current Employee Orientation for revision of program.
- Assisted in preparation of annual EEO reports.

Student Representative • CSU HEALTH COUNCIL, Chico, CA 1997-98

- Served as liaison between the Health Council and the campus community.
- Designed and administered a student satisfaction/utilization survey of CSUC's Student Health Service.
- Reviewed and revised student insurance policies for CSUC's Student Health Center, and procedures for the Health Center's Physician Selection Committee.

Assistant Manager • HAIRCUTS UNLIMITED, Torrance, CA 1995-98

- Hired, trained, and supervised 15 receptionists, cutters, and shift managers.
- Maintained detailed daily and monthly reports on employees and shop.
- Revised and updated employee training manuals.

RAQUEL E. HENNESEY

9876 Carmel Way
Fairfield CA 94533
(415) 123-4567

A third-year student, Raquel is looking for some real-world experience to confirm her interest in criminal law.

Objective

Internship position with a private or public law agency, providing experience and exposure in the field of criminal law.

Summary

- Strong commitment to a universally available and equitable legal system, working within the criminal law system to achieve this end.
- Completed extensive college coursework in law.
- Intelligent and self-motivated; maintained a 3.8 GPA while holding down several jobs and volunteering in community service.

Relevant Experience

1996–present **Full time student, Mills College**

Relevant coursework:

- Law & Society • Legal Aspects of Business • Psychology & Law
- Social Inequality • Court Systems of the Metropolitan Area
- Public Policy Making Process

1997–present **BAWAR (Bay Area Women Against Rape)**

Crisis Counselor – 10 hours per week

- Provided hot-line counseling 4-5 times monthly in 4-hour shifts:
 - Developed acute listening skills;
 - Probed and identified problems;
 - Provided information on community resources;
 - Advised on legal procedures and rights;
 - Interacted with law enforcement and medical agencies.

Aug '97–May '98 **MILLS COLLEGE**

Aug '98–May '99 **Residential Assistant**

- Counseled students on academic, personal, and crisis issues.
- Assessed students' interests and developed social and academic programs; arranged for speakers and logistics for these programs.
- Managed and regulated student residence hall.

1997–present **PACIFIC GAS & ELECTRIC**

Engineer's Aide / Field Clerk

(Full-time summers '97 and '98; part-time current academic year)

- Operated both Macintosh and IBM computers, implementing a complex computer test generation program.
- Familiar with a variety of software, including:
 - WordPerfect – Microsoft Word – VolksWriter – SuperCalc
 - Dreams – Newsmaster – Labels – Ability.
- Researched apprenticeship training files.
- Scheduled instructors' classes.
- Co-developed an organizational structure for the entire office.

Education

B.A. in progress (2000) – Mills College, Oakland

Major: **Political, Legal, & Economic Analysis** • Minor: Women's Studies

STEVE HAJDUCKO

1201 La Granada Dr.
Thousand Oaks, CA 91362
Home: (805) 495-6192
Voicemail: (805) 371-1211
E-mail: steve@phase2.net
<http://www.phase2.net>

Steve has created an effective resume
that is already in **E-MAILABLE FORMAT** — a
very important feature in any high tech field.

OBJECTIVE: Entry job in the industry of 3D animation, video game development, CGI, and/or film editing.

SUMMARY

- Over 5 years of computer experience
- Avid gamer, good knowledge of the gaming industry
- Hard worker, eager to learn and experiment
- Reliable; enjoy working long hours with 3D and imaging

EDUCATION

ITT Technical Institute (Oxnard, CA)
Currently enrolled in the Associates AutoCAD Program
Maintaining a GPA of 3.8

Steve got some of his resume ideas
from the [damngood.com](http://www.damngood.com) website.
If YOU want to see those Tips, go to
<http://www.damngood.com>
Also go to Steve's own website at
<http://www.phase2.net>

RELATED SKILLS & EXPERIENCE

- GRAPHICS AND DESIGN -

Maintained own Web design company and designed layouts for over 20 company/organization Web sites
Three years experience with Adobe Photoshop, HTML, Javascript and other raster imaging programs
Good knowledge of 3D technology, terms and techniques and eager to learn more
Familiar with current industry programs (3DSMAX, Lightwave, AutoCAD)
Avid character artist with traditional drawing skills

- COMPUTER / TECHNICAL -

Repaired and upgraded computers, handled troubleshooting on LAN/WAN system problems
Monitored over 28 servers worldwide on a large-scale WAN
Good knowledge of UNIX (SunOS, Solaris, Linux) operating system
Over four years of working with Microsoft Windows and peer-to-peer networking
Three years of technical support service

- CUSTOMER SERVICE -

Developed a reputation for excellent technical support by -
... saving client accounts by solving problems quickly and efficiently
... referring customers to the correct places to obtain answers
... being patient and friendly on the phone and in person

- DEVELOPMENT -

Organized and created customized reports and queries in Microsoft Access for customers
Beta tested in-house software along with production software
Helped developers in design and implementation of software

EMPLOYMENT HISTORY

1998-present, Internet Analyst - Sandpiper Networks, Westlake Village, CA
1997-98, Technical Support/Developer - Schoolsoft, Westlake Village, CA

Mary Q. Lanielle

Present Address:

999 Morton Hall
University Park, PA 16802
(123) 456-7890
maryq@psu.edu

Permanent Address:

888 Brian Blvd.
Creighton City, NJ 08111
(123) 567-8901

Education:

Bachelor of Arts, Department of Psychology
The Pennsylvania State University
Graduation date: May 1999
GPA: 3.76 Psychology GPA: 3.93

Funding own college education.

Honors & Awards:

- Schreyer's Honors College
- Psi Chi, national psychology honor society
- Phi Eta Sigma Honor Fraternity
- Dean's Scholarship Award – College of Liberal Arts
- Dean's List 8/95 to present

Work Experience:

- 8/95 to present **Pattee Library - Maps/Documents and Social Sciences Department**
Reference Assistant - Responsible for management and operation of department on weekend and evening shifts. Responsible for staffing reference desk, assisting patrons, locating materials, shelving and organizing maps and government documents. Knowledge of government publications, maps, reference materials and filing systems.
- 1/98 to present **Pennsylvania State University, department of Industrial Psychology**
Research Assistant / Web Page Technician - Responsibilities included web page design and maintenance, on-line participant recruitment, and organization and administration of experiments, under the supervision of Dr. Susan Mohammed.
- 1/97 to 12/97 **Pennsylvania State University, department of Social Psychology**
Research Assistant - Responsibilities included project design assistance, participant recruitment, administration of experiments and data entry for a psychological research thesis, under the supervision of Dr. Mark Q. Coburn and Dr. George Q. Burnell
- 1/98 to present **Pennsylvania State University, Residence Life**
Resident Assistant - Responsibilities include counseling, discipline, program planning and management, information distribution and student advocacy.

Skills:

Computer Skills: Internet web browser, Windows, Excel, Email, Adobe Photoshop, Microsoft Word, Word Perfect, Web Page Design, Macintosh OS
Languages: Conversational German, working knowledge of Spanish.

Activities:

- 8/96 to present PSU judo club
8/97 to present PSU Outing Club's Trail Crew
8/95 to 8/96 PSU Concert Committee
8/97 to present PSU Industrial/Organizational Psychology Society

References available upon Request

Mary Q. Lanielle

999 Morton Hall • University Park, PA 16802
(123) 456-7890 • maryq@psu.edu

OBJECTIVE: A human resources position with an emphasis on training

SUMMARY

- Extensive coursework in human resources, building on a strong work background using my “people skills.”
- Experienced and enthusiastic trainer.
- Solid organizational skills; detail-oriented.
- Productive team member; diplomatic problem-solver.

EDUCATION

BA in Psychology anticipated May 1999
Pennsylvania State University, State College, PA
Emphasis: **Industrial/Organizational Psychology**

KEY RELATED COURSES

- Leadership in the Workplace**—Examined methods and styles of organizational leadership.
Work Motivation and Job Attitude—Developed training and communication skills along with employee motivation techniques.
Personnel Testing and Selection—Learned employee selection theory and methods.
Introduction to Industrial Organizational Psychology—Surveyed:
- The legal ramifications of hiring
 - Testing and training methods
 - Management training and leadership styles
 - Organizational culture, group dynamics and work team theories

WORK EXPERIENCE

- 1998-present **Resident Assistant: Training and Orientation**
Pennsylvania State University, State College, PA
- Headed the Resident Assistant training committee, overseeing the orientation of all new Penn State Resident Assistants.
 - Trained students; planned and coordinated student trainings and forums.
 - Provided information on current campus issues and referral sources.
 - Helped students stay in school, solve problems and achieve goals.
 - Problem-solved and referred students to appropriate resources.
 - Coached students on managing workloads and resolving interpersonal conflicts.
 - Advocated for students with administrators and faculty.
- 1995-present **Reference Assistant: Customer Service/Back-up Management**
Smith Library, Pennsylvania State University, State College, PA
- Managed department operations on weekend and evening shifts.
 - Patiently assisted patrons in locating appropriate materials.
 - Accurately organized and filed documents and maps.
- 1997-1998 **Research Assistant: Recruitment**, Penn State, State College, PA
- Recruited participants for psychology experiments.
 - Instructed participants in procedures according to a consistent protocol, ensuring that each received identical information.

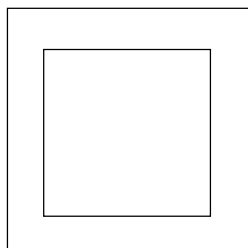
COMPUTER SKILLS: MS Word, Excel, Photoshop, Web design, HTML

RED HOT TIP:
Mary correctly used the *official* job titles, such as “Resident Assistant” or “Research Assistant,” but added a few words to show the actual relevance to her current job objective. It’s **CRUCIAL** to remember that you **DON’T** have to be limited by meaningless official job titles!

Victor Wan

32 Center Street
Oneonta, New York 13820
(607) 123-4567

Victor left some space on this draft resume to later insert some custom graphics. The little boxes show where those new graphics will go.

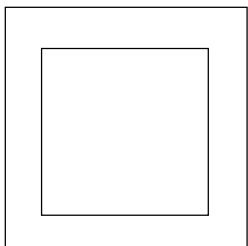


Objective: Position as **member of a design team** involving:

- Research/Problem Definition • Ideation/Initial Design • Prototyping

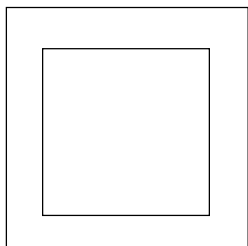
PROFILE

- Strong background in quick, thorough research resulting in workable ideas.
- Talent for incorporating the human element into design decisions.
- Proven ability to grasp a situation, adapt, and learn quickly.
- Able to meet deadlines and work with minimal supervision.
- Experience with multi-media as a communication tool.



TRAINING & EXPERIENCE

B.A., Industrial Design, California College of Arts & Crafts, Oakland, 1999
4 years, Mechanical Engineering & Materials Science, UC Berkeley, 1991- 95



MULTIMEDIA

Developed a design project to learn how multi-media could be used to enrich the learning experience:

- Selected bird-watching as the subject matter for the project.
- **Researched the field of multi-media** to determine exactly what it meant and how it could turn information into knowledge.
- **Learned HyperCard, Photoshop, and Addmotion** programs.
- **Developed user-scenarios through storyboards** to simulate how the program might be experienced.
- **Designed, assembled, and tested** a variety of screens, icons, and interactive elements, and arrived at a workable design.
- **Produced, evaluated, and finalized a working demonstration program**, refining the artwork, programming, and animation.
(Project available for demonstration)

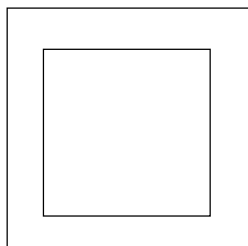
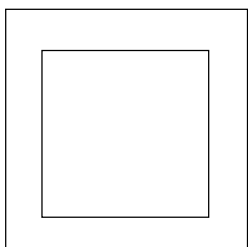


EXHIBIT DESIGN

Created a scale-model exhibit design for a proposed "Visitor Center" and a related slide-presentation, to depict the experience of the exhibit.

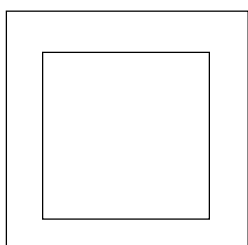
- Learned to think critically, to appreciate the many aspects of exhibit design such as: user as audience; role of designer as social commentator; awareness of underlying concept and meaning.



PRODUCT DESIGN

Designed creative and playful products such as:

- Fish-shaped flashlight • Improved-design push-toy
- Versatile, fully adjustable miner's lamp (involved significant research)



EMPLOYMENT

1997 - 99 Part-time/summer Office Work for: ENSR Environmental Engineering, Xerox, Acura, Pennzoil, CitiBank (through Kelly Services)
1993 - 97 Production Assistant (part-time) Ten Speed Press, Berkeley

Steven Friedenber

21 Seminole Trail
East Hampton, CT 06424
(860) 267-9180
stevef@snet.net

Steven created this resume when he thought he would be leaving the company, which was about to merge with a much larger company. Instead, some opportunities opened up internally, and a modified version of this resume helped him land the internal job.

OBJECTIVE

A position in strategic planning in the telecom or high-tech industries, where I can leverage my experience in new product development, finance, and mergers & acquisitions.

PROFILE

- Broad knowledge of the telecom and high-tech industries, with a focus on the Internet.
- Very experienced with business modeling, business plan development and corporate finance.
- Accustomed to frequent interactions with senior management.
- Excellent negotiation, interpersonal, and communication skills.
- Self-motivated; very hard-working; creative.

EDUCATION

- B.S. *cum laude* in Chemistry; **Yale University**, New Haven, CT GPA 3.67 1996
- Won Howard Hughes Research Fellowship for academic excellence.
 - Published articles in the *Journal of Physical Chemistry* and *Journal of Biological Chemistry*.
- Coursework in **Economics** and **Accounting**, University of Connecticut, Hartford, CT 1998–present

PROFESSIONAL EXPERIENCE

SOUTHERN NEW ENGLAND TELECOMMUNICATIONS, New Haven, CT
\$2 billion telecom company offering local, long distance, Internet, wireless, and cable TV services.

Analyst, Corporate Development 1996–present

Planned strategies to help SNET secure a competitive advantage in the marketplace through mergers and acquisitions, process reengineering, and new product development.

- Developed financial and operational scenarios for mergers with major industry players, ultimately resulting in the sought-after sale of the company to SBC Communications.
- Planned the strategy for SNET's entry into the cable modem business, wrote the business case, developed the financial model, spearheaded the customer trials, and negotiated an Internet content deal; earned an achievement bonus.
- Designed the long-term strategy for SNET's Internet division, helping the business to grow its subscriber base from 15,000 to 100,000+ and deploy new products such as website hosting and interactive Yellow Pages; earned an achievement bonus.
- Identified reengineering opportunities in a business unit, resulting in savings of more than \$1M.
- Advised senior executives on key decisions related to technology deployment. Helped officers decide to continue investment in specific network technologies.

YALE UNIVERSITY, New Haven, CT

Computing Assistant, Academic Computing Services 1993–1996

Worked 10 hours/week in computer clusters to solve hardware, software, and network problems.

- Created a plan to streamline beginning-of-term network sign-up procedures.
- Served on a committee that recommended ways to better exploit Internet technologies at Yale.

COMMUNITY SERVICE

The Health Collective. **Volunteer**. Support medical staff at an inner-city health clinic. 1997–present

Yale Club of Hartford. **Director**. Plan and coordinate alumni functions. Award scholarships. 1996–present

The Yale Herald. **Editor-in-Chief**. Weekly campus newspaper: circulation 5,500; staff 80+. 1993–1996

Downtown Evening Soup Kitchen. **Director**. Cooked and served meals. Organized volunteers. 1992–1996

LORRAINE CHAPMAN

7855 West End Avenue
Lafayette, CA 94549
(510) 987-6543

Just out of college a year, and without much work experience, Lorraine explores the possibilities of entry level public policy work. She chose a chronological format, yet still found a way to emphasize the experience most relevant to her tentative goal.

Objective: Position as a research assistant, legislative advocate, and/or press aide with a public policy organization.

SUMMARY

- Strong communication and research skills.
- Successful in promoting an organization and generating funding.
- Willing and able to handle a wide variety of tasks.
- Creative, resourceful, and thorough in developing a project.

EMPLOYMENT / RELEVANT EXPERIENCE

1997-present *Administrative Asst.* – MATT KURLE INC., IMPORTER/DISTRIBUTOR, Orinda, CA

Jan-Aug 1997 *Current Affairs Research Intern* – KQED PUBLIC TV, San Francisco, CA

COMMUNICATION & RESEARCH SKILLS

- **Investigated program topics** for “Express” show and PBS “National NewsHour,” involving extensive library research and interviewing.
- **Negotiated with government and private agencies** for data and film footage.
- Summarized research and **prepared informational packets** for producers.
- **Pre-interviewed** studio guests. **Wrote position papers** for show moderator.

1997-98 *Assistant Director* – ASUCD STUDENT FORUMS, U.C. Davis

PROGRAM DEVELOPMENT – MEDIA/PUBLICITY

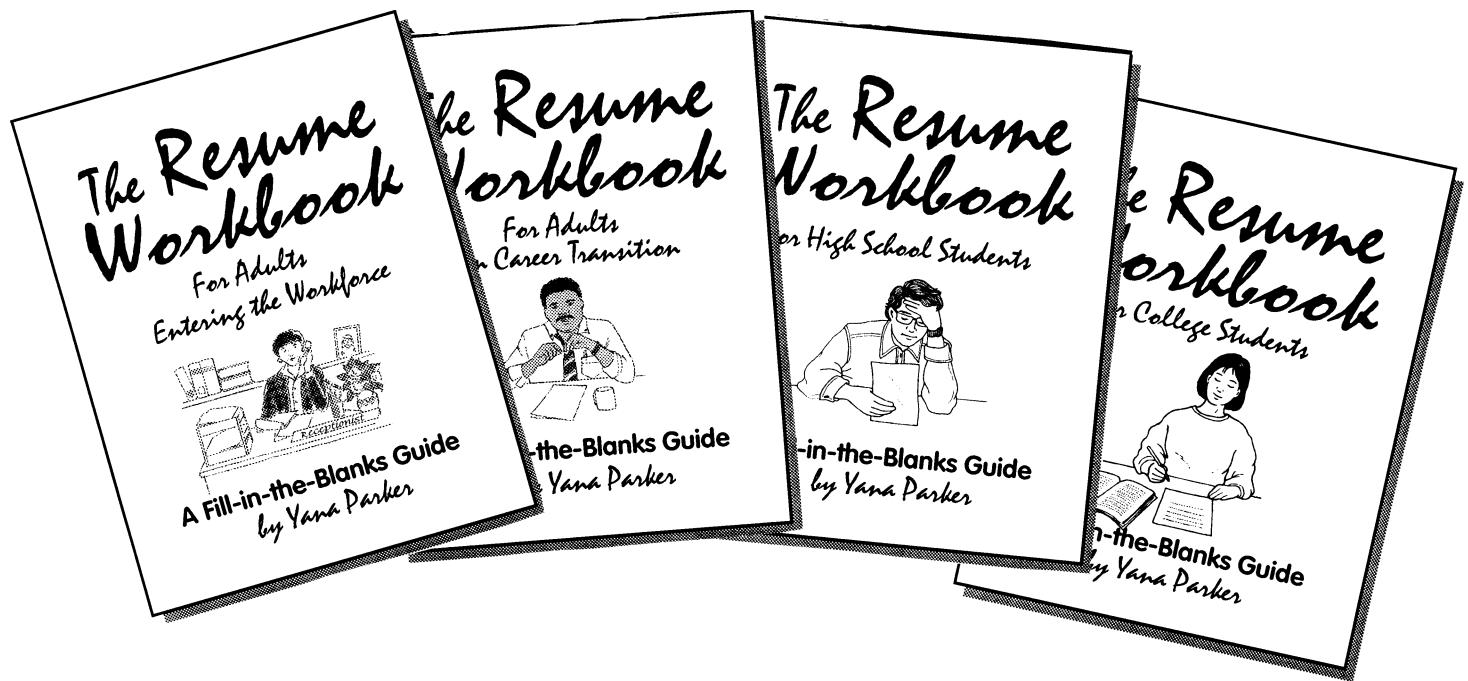
- **Collaborated on the planning, promotion,** and production of 30 public lectures with a total audience of 32,000; speakers included well-known authors, politicians, and scientists.
 - Corresponded with prospective speakers and scheduled appearance dates;
 - **Organized event logistics:** seating, security, decor;
 - **Coordinated and scheduled publicity;** prepared advertising budget.
- **Conceived and produced a comprehensive TV program** on cancer which was tied in with community Cancer Awareness Week:
 - **Won funding** of \$5,000 for the project through written and oral presentations;
 - **Wrote press releases, PSAs, advertising copy;** worked with graphic artists on design of customized promotional materials;
 - **Secured media coverage** and re-broadcasting of the event on community TV;
 - Earned commendations from university administration and City of Davis.

FUND-RAISING – COMMUNITY RELATIONS

- **Successfully won support and funding** from campus and civic organizations through a variety of means:
 - **Met with organizational directors** to present program ideas and needs, securing donations of services: catering, limousine services, publicity.
 - **Coordinated and promoted fund-raising receptions** attended by civic leaders, generating significant funds for ASUCD and broad media coverage.

EDUCATION

B.A. Economics, cum laude, University of California, Davis 1998
Education Abroad Program – Tokyo, Japan, Summer 1998



The Resume Workbook[©]

A Fill-in-the-Blanks Guide in Four Versions:

- Adults Entering the Work force (W2W)
- Adults in Career Transition
- High School Students
- College Students

These 29- to 36-page workbooks are just right for classroom or workshop use. They walk the job seeker through the same Ten Easy Steps presented in Yana Parker's DAMN GOOD RESUME GUIDE: A Crash Course in Resume Writing. The workbooks have plenty of space for the job seeker to enter all the components of their great chronological or functional resume. The workbook results can then be input into Yana Parker's Ready•To•Go Resume templates (available through Ten Speed Press) to create a finished resume.

The Damn Good Resume Guide and the Resume Workbooks can be used independently OR side by side, as both offer many creative solutions to tough resume problems.

Please check our website (www.damngood.com) for prices and reproduction agreements.