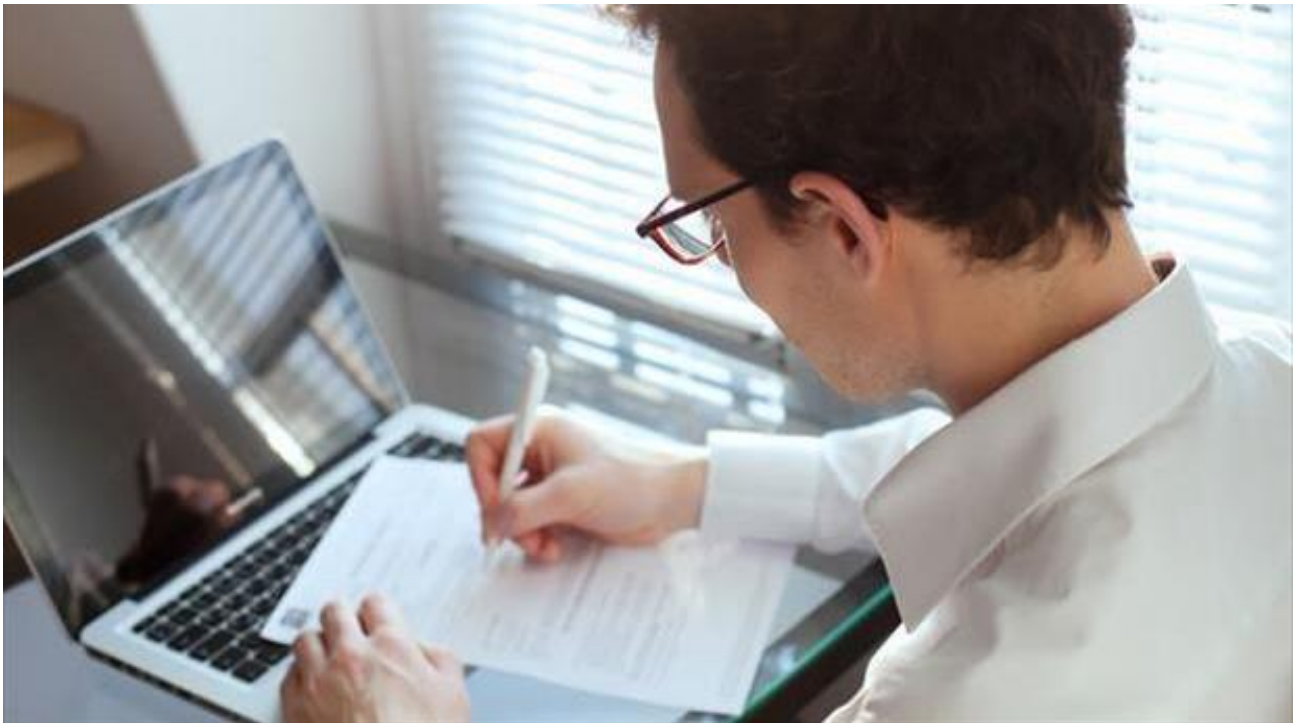

Resume Writing Guide



MOUNT  VERNON
NAZARENE UNIVERSITY

Career Development Center

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Developing Resume Content

The purpose of this section is to help you turn your overall experience into relevant resume material. Identifying your skills and experiences will help you build an effective resume that demonstrates your value to employers. Your education at MVNU goes far beyond knowledge because you develop qualities and skills that will be useful throughout your life and career, through coursework and cocurricular activities. Some examples are research skills, analytical skills, organization, and communication skills.

Although you may have never held a professional position before, you will need to frame your experiences in a way that translates into a future job. Transferable skills are those which are acquired through your coursework, campus activities and work-related experiences, but can also be applied to your future career. This workbook will help you document experiences and enable you to communicate the qualities and skills you have developed which are most meaningful to employers. They appreciate the value of a student's campus activities and volunteer experience.

Regardless of the type of position, most employers are looking for crucial employability qualities in college graduates. It is important to become familiar with these qualities and think about how you can further develop them during your time at MVNU. The table below lists the top qualities and skills that prospective employers seek in candidates.

Top Attributes Employers Seek in College Students

- Problem-solving skills
- Teamwork skills
- Strong work ethic
- Analytical/quantitative skills
- Communication skills (written)
- Technical skills

Source: *Job Outlook Survey 2022*, National Association of Colleges and Employers

Documenting Your Experiences

Beyond co-curricular activities, you should also have acquired experiences outside the university that qualify as relevant resume content. These experiences will include part-time jobs, internships and volunteer work. While it's understood that internship experience is essential, students often fail to realize the importance of other employment and volunteer experience. A part-time job, for example, demonstrates many important transferable skills, not to mention basic employability skills. The fact that you have reliably held a job, shown up for work and taken care of multiple responsibilities is fundamental.

Students involved in developing their resume often make statements like, "I haven't done anything", "I didn't know that was important" or "I'm not sure how to put that on a resume." Sometimes the most difficult thing about creating a resume is figuring out what belongs on it and what doesn't. Creating a resume is like making a beautiful sculpture from a granite rock. You have to start with an overabundance of material in order to reduce it to the image desired. A similar process you may be more familiar with is writing a research paper. You have to compile a lot of information—more than you will actually use—and then selectively focus on what should be included and what is better left out. When a career advisor reviews your resume, it is much easier to recommend what should be cut out than to probe all your experiences, looking for things you should have included.

This section is provided for you to document *all* your important experiences. You and your advisor will be able to refer to this section to gather the kind of content that should be included on your resume, and to apply it in a way that relates to your chosen field. When in doubt, it is better to include an experience than to leave it off. There may be hidden skills in your activities of which you are not yet aware. What doesn't belong can always be edited out later.

Take Stock of Your Involvement

See the categories below for examples of experiences and activities, then list your own experience or activity in the spaces that follow.

- Clubs and Organizations: *Psychology Club, local Humane Society*
- Jobs and Internships: *store cashier, cinema usher, marketing intern*
- Academic Experience: *writing papers, doing research, making presentations, problem solving, critiquing and analyzing.*
- Volunteer Experience: *Habitat for Humanity, T-ball coach, Campus Ministry Blanket Drive*
- Organized Sports: *high school basketball, intramural sports*
- Awards, Honors, Special Achievements: *Freshman Class Secretary, Kroger Employee of the Month*
- Other Important Activities: *organized a basement band, Hunger Symposium participant*

List your activities:

Clubs and Organizations: _____

Jobs and Internships: _____

Academic Projects, Reports, Presentations. etc.: _____

Volunteer Experience: _____

Organized Sports: _____

Awards, Honors, Special Achievements: _____

Other Important Experiences: _____

Fill in the Details

Now that you have listed your areas of involvement you will need to give full details about these experiences. This exercise will provide crucial material for your resume. As you describe your activities on the following pages, do not give general, brief descriptions. The information you provide should thoroughly explain your involvement, whether job duties and procedures, or the role you played (see examples below). This information will help identify the skills that translate into resume content for your future career. Important skills are often hiding in seemingly unimportant activities.

In addition to explaining the activity, do your best to address the following questions in your descriptions:

- Did you make any individual or unique contributions?
- What did you learn from this experience?
- To what degree did you work in concert with others? How did you communicate issues and resolve problems?
- What obstacles did you overcome?
- How can you define the outcome of this experience? Did you make a difference? What was accomplished, improved? How did you grow from it?

[**Note:** For the *Organized Sports* category you should not describe the specifics of how to play the game. Rather, you should describe your role in regard to being a leader or team player, being motivated to compete, how you achieved goals, overcame obstacles and other attributes that are important in the workplace.]

Examples

Activity 1: Student Organization Leader

Activity Description

- Scheduled, publicized and conducted regular organizational meetings to discuss activities. Reserved meeting rooms.
- Assessed interest of student community to provide activities through questionnaires and regular solicitation for suggestions.
- Responsible for overseeing and accounting for \$500 budget.
- Documented all required paperwork.
- Kept meeting minutes and notes for future reference.
- Recruited new members through events and direct contact.

Activity 2: Landscape Worker

Activity Description

- Assisted supervisor in selecting shrubs, flowers and trees from garden center for installment at customers' homes.
- Loaded plants, tools, equipment, top soil and peat moss on to trucks.
- Followed customers' instructions on planting locations and advised them about watering and guidelines for plant health.
- Hauled plants, tools and supplies from trucks to site without damaging lawns or surroundings.
- Cultivated soil, planted, mulched and watered plants in customers' yards.
- Cleaned, organized and stored all tools, equipment and supplies.
- Kept trucks clean, orderly and fueled.
- Had customers sign invoices when projects were finished.
- Submitted appropriate paperwork to garden center business office at close of project.

Enter each experience you listed in the list of activities and provide the detailed description below.

Activity: _____

Activity Description: _____

Activity: _____

Activity Description: _____

Activity: _____

Activity Description: _____

Activity: _____

Activity Description: _____

Activity: _____

Activity Description: _____

Activity: _____

Activity Description: _____

(If you have additional activities, continue to list those on another page.)

Transferable Skills

Transferable skills are those you have acquired through jobs, coursework volunteering and other extracurricular activities, that can be applied to your future career. Employers desire transferable skills because they demonstrate your ability to work in their organization. In this section you will use 12 skill domains to identify important skills you have already acquired. This will also help you identify any skills which need further development. Review the categories below and list any activities you have done that demonstrate the skills described.

1. Financial Skills - Budgeting, accounting, cash flow, reconciling and managing money

Examples: handling cash, processing payments, tracking donation funds, using a spreadsheet for computations

How have you demonstrated this or similar skills?

2. Research Skills - Collecting data, investigating, writing reports, editing, compiling, discovering and documenting all types of information, phenomena or events

Examples: writing a research paper, interviewing for a story, conducting a survey, monitoring traffic or pollution

How have you demonstrated this or similar skills?

3. Analytical Skills - Assessing, evaluating, quantifying, examining, diagnosing, problem-solving, making judgments, critiquing and recommending

Examples: solving a mystery, using a logical argument, critiquing a policy, streamlining a system or process

How have you demonstrated this or similar skills?

4. Leadership Skills - Directing, managing, deciding, guiding or spearheading any activities, functions, programs or projects as they relate to other individuals

Examples: heading a committee, facilitating a group, planning an event, taking initiative on a team

How have you demonstrated this or similar skills?

5. Communication Skills - Expressing, conveying, interpreting or critiquing thoughts and ideas with clarity, and effectiveness through writing, speaking one-on-one, presenting to groups, creating graphic representation or other means

Examples: Making a public presentation, writing an essay, providing updates on projects, leading a discussion

How have you demonstrated this or similar skills?

6. Creative Skills - Developing a vision, idea, solution, inventing systems, methods, concepts, devices or programs to meet a need in a new or unusual way

Examples: developing the theme for an event, writing an advertising slogan, creating a website, designing a flier

How have you demonstrated this or similar skills?

7. Interpersonal Skills - Developing rapport, using diplomacy, resolving conflicts, developing or fostering relationships, being sensitive to others

Examples: reading nonverbal cues, gaining someone's trust, explaining a problem assertively, dealing with conflict

How have you demonstrated this or similar skills?

8. Influential Skills - Selling, persuading, consulting, promoting, lobbying, debating, rationalizing; often leads to influencing or changing the behavior or attitudes of others

Examples: raising awareness for a cause, selling a product or service, changing personal perceptions, making a positive personal impression

How have you demonstrated this or similar skills?

9. Support Skills -Maintaining systems, carrying out directives, following processes or procedures, delivering results, assisting with functions, seeing what needs done, working as a team

Examples: assembling information packets, setting up for an event, helping in a kitchen, writing notes for meetings, removing trash from a highway

How have you demonstrated this or similar skills?

10. Learning Skills

Acquiring new skills, adopting new approaches, using new information, applying new methods in order to adapt to changes or meet challenges; initiating the means for understanding issues

Examples: learning mathematical processes, being trained for a new job, using new computer applications, adapting to a foreign culture

How have you demonstrated this or similar skills?

11. Organizational Skills

Prioritizing, sorting, classifying, structuring; giving order to teams, objects, systems, facilities, workflow or information

Examples: reorganizing a workspace, arranging a slide presentation, assigning work tasks for a committee, writing an outline

How have you demonstrated this or similar skills?

12. Technical Skills

Mastering specific techniques, practices and methods; getting training on technology, operations or systems

Examples: using spreadsheet software, operating a printing press, using farm machinery, using a copier

How have you demonstrated this or similar skills?

The information you have documented on these pages will be very useful in developing your resume. If there are any skills which you lack, or have little experience in, you should work to develop these further. To determine how important certain skills are for the field you are targeting, consult employment information for that field, such as the Occupational Outlook Handbook, or search for job postings and review their qualification requirements.

Model Resume

Sean M. Barclay

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SUMMARY OF QUALIFICATIONS

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ACTIVITIES AND ACHIEVEMENTS

Honors Program, Spring 2023

Jamaica Mission Trip, Spring 2022

Student Orientation Leader, 2022

High School Senior Class President, 2021

Resume Organization

1. CONTACT INFORMATION

Although this section is easy and straightforward, there are numerous pitfalls students encounter when listing their contact information. Here are some things to keep in mind to help you avoid common mistakes.

- Your name should be the most prominent element on the page. A font size of between 18 pt. and 26 pt., in bold style, is recommended.
- An address is recommended, but optional if you have privacy concerns, but you need to include the city and state, at minimum.
- List your email address and phone number, but you do not need to write out “Phone” or “Email” as it is unnecessary.
- Separate each item with a comma; space-slash-space; large, consistent space or vertical bar.
- If you have a LinkedIn profile, including the “url” address is recommended.
- Watch out for common mistakes, such as forgetting the comma between the city and state, not capitalizing proper nouns, omitting spaces between items, etc.

2. OPTIONAL - OBJECTIVE STATEMENT

Done well, an objective statement can help position you for the right opportunity by defining the type of position you are seeking and helping you hone your resume accordingly. Examples of career targets might include an internship in accounting, a position as a mechanical engineer or a graduate assistant in psychology, and so on. Be aware, however, that objective statements are not looked upon favorably by all employers because many job seekers list vague or generic objectives. A vague, ineffective objective statement might be worded like this:

To use my education and skills in a company that will provide rapid advancement.

Effective objective statements identify a profession or at least the subject matter you want to be involved in. Your objective should show that you have given thoughtful consideration to your career path and know what you are looking for. Here are two good examples:

Seeking an internship that involves marketing research, data collection or analysis.

Seeking a position in information technology with emphasis on network administration.

If you can't offer a clear and meaningful objective statement it would be better left off. Another common mistake is to write an objective that singles out one particular job opening—the one to which you are presently applying:

Seeking the position of Comptroller I (position# HC-1194) for the Ohio Department of Development.

Rather than limiting your career goal as one specific job opening, word your objective so that it identifies the *type of career* you are targeting. Your cover letter will do the work of specifying which position you are applying to.

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2

OBJECTIVE

Seeking an internship in management, marketing or sales. Ultimately, to find a position that will provide the opportunity to manage client accounts.

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3. OPTIONAL - SUMMARY OF QUALIFICATIONS

Similar to the objective statement, a summary section also allows you to define the focus of your career path, but in a more comprehensive way. This section showcases your key skills, experiences and qualifications, especially those that are most relevant to the type of work role you are targeting. A summary of qualifications is an effective way to paint a picture of your capabilities and make the case for you as a candidate, even if you have never worked in your target field. However, this section requires more thought and reflection in gathering the points from your collection of experiences and accomplishments that help position you for your right opportunity. Also keep in mind that you need to continually work at developing relevant content through internships and various experiences.

A summary of qualifications allows you to...

- Pull relevant experience points together into one place, from other roles that may not be directly related to your target career. You can list any skills, knowledge or qualifications you possess, even if they didn't come from a job and you have never worked in the profession.
- Showcase your qualifications, not your past jobs, so if you have gained important skills through volunteering, student organizations, programs and coursework, you can highlight them high up on the page.
- Include a wide range of transferable, technical and field-specific skills that best position you for opportunities in your field.

This section can be written in paragraph style, as shown in the resume on the adjacent page, in bullet form, or a combination of specific skills bulleted under the paragraph. Since this section typically includes various types of skills and abilities, it's recommended that you not have another section of skills listed on your resume, but include all your skills in this section.

Below are two common approaches to a summary section. More resumes with summaries of qualifications can be found in the sample resume section.

Paragraph Style

Motivated business school graduate seeking a marketing assistant position to help develop and implement marketing communications projects. Possesses a solid educational foundation combined with international marketing experience, as part of a field-study program. Thrives in high-pressure, deadline-driven environments.

Bullet Style

- *Honors student with record of academic and extracurricular success*
- *Extensive leadership experience, particularly within a higher education setting*
- *Adept at working across departments, with faculty, administrators, and students*
- *Award-winning written communication skills*

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4. EDUCATION SECTION

For most students, education comes next since it has more relevance than their work experience. But if you have worked as a professional in your field for several months, and your actual experience seems to now outweigh your degree work, your section should move down below the experience section.

In this section be sure to indicate when you expect to graduate—even if it is a best guess. Stating that you have been at MVNU from September 2022 to Present does not indicate how close you are to being finished, which is most important to employers. Also, do not list your high school, since it goes without saying that a student in college has graduated from high school. If you attended other colleges, these do not have to be included. Some students will have multiple prior schools to list, but such a list may not hold much importance. If earlier college work only takes up space, it's better to omit it. However, if you had some very relevant coursework that relates to your career objective and is not already applied to your MVNU degree, you may want to include it. Always use reverse order and list your most recent school first. The earliest college you attended will appear at the bottom of the list.

For students in many majors, listing your most relevant coursework help an employer to see how your educational experience specifically applies to the position. Listing these relevant courses also increases the amount of content that relates to your field, helping to better position you for the field you want to enter. You may also encounter some internships that require students to have taken specific courses before they can apply. If including some of your coursework makes sense, list at least five courses you have completed (not in-progress) but no more than about a dozen that relate to the function of the field you are targeting.

Should you list your GPA on a resume? Only if it is a 3.0 or higher. If not, there's no reason to highlight it (and no reason to worry over it). However, you may want to do the math to see if you have a 3.0 or higher GPA as it relates to just the classes you've completed within your major. If so, you can list that GPA, as long it is identified as your major-specific GPA, or GPA within major.

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5. EXPERIENCE SECTION

The experience section is often the most difficult part of the resume to write. In addition to the challenge of how to write your experience points, students also struggle with recalling the activities and duties from their jobs. For help with this, see if you can find a job description for the position you held; there may be job postings online that are similar to yours, or your former employer may have a training manual or something you could use as a job description.

Once you have a good list of all the duties, activities or accomplishments you performed at your most recent job, try to capture the most important pieces, and list them in order of importance. You should have three to eight bullet points to describe each job. Then go to the next most recent job and repeat the process.

Formatting this section is also more challenging, as there are several items, in addition to the experience points, listed for each job. Each of your positions should include your title, the beginning and ending dates of your employment, and the employer with their city and state listed, all in the same styles and order. Notice in the example on the adjacent page, that positions are listed in reverse chronological order. Employers want to see what you have done most recently at the top, and your most recent positions also usually involve your highest degree of responsibility.

6. ADDITIONAL ACTIVITIES SECTION

In addition to your work experience, employers also value other types of involvement. An activities section is where you can demonstrate that you have taken initiative to be involved in roles that exceed what is required of you. It is to your advantage to show any community involvement, leadership skills, professional development, awards or other notable roles or activities. Here you can list your notable college activities, professional or volunteer organizations, or anything else that shows your willingness to contribute to a cause, participate in organizations, or develop your skills and qualities. Put the most noteworthy items first, or use reverse chronological order. Leave out hobbies and personal interests unless they have a clear connection to your targeted career.

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ACTIVITIES AND ACHIEVEMENTS

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Formatting and Content Tips

Resumes should be well organized, neat and easy to follow. Having a consistent and uniform layout makes your resume user-friendly and conveys a candidate who is organized and communicates well. Make sure your indents and margins are all uniform, as well as font styles and sizes. Do not cram the page full of text. Leave reasonable margins and white space to make your resume inviting to read. Above all else, your content should show you in your best light, emphasizing your strengths and impact in doing good work. These points are detailed in the following section.

Fonts and Styles

Choose a font that is businesslike and legible, using a size that is easy to read (not too small) and makes good use of space (not too large). Times, Palatino and Garamond at 11-point size are safe choices. Avoid scripts and overly stylized fonts, which are hard to read and not professional looking. Don't overuse bold or capitalized text (capitals are actually harder to read because of their uniform height). Using too many styles makes scanning for information difficult for the reader. Be consistent in the use of section headers, italics, bolded or underlined type, bullets and so on. Each section should look like it belongs with the others. Also pay attention to finer details, including spelling, grammar, capitalizing words properly and use consistent and proper punctuation.

Layout and Presentation

Using colors, graphics, or other non-standard elements on a resume is not recommended. If the substance of your resume—your abilities, qualifications and experience—can't make the case for you to be considered for a job, no amount of dressing up the appearance will impress employers. So leave the frills out and let your qualifications do the talking. This means you should also avoid resume templates, as they are designed to get your attention, but do little to make a positive impression about your ability to do the job. A template is little more than a cookie-cutter approach and many of them do not even meet the standards for formatting or content organization. Also keep in mind that a lot of other job seekers are using those very same templates, and you don't want your resume to look like everyone else's.

Most students can get their relevant content to fit a single page, which is the ideal length. It is always preferable to keep your resume as short and to-the-point as possible. Recruiters who review resumes often have more documents to read than they have time for, so your best approach is to keep things concise. If you avoid unnecessary details, it is not usually difficult to get the important information on one page. If you need more space to cover your relevant content, two pages is also acceptable, but a resume should never exceed two pages.

Grammar, Spelling and Accuracy

Most resumes reviewed in the Career Development Center have errors; more than half of them have multiple errors. It is absolutely imperative that your resume be flawless. You should have at least one competent individual proof your resume for grammar and spelling. Do not rely only solely on your computer software to detect mistakes. Inevitably mistakes will be missed. Also, provide honest and accurate information about everything you list. No employer will tolerate misinformation on a resume.

Personal Pronouns and Verb Tenses

As much as possible, resumes should be free of personal pronouns (I, me, my). Keep in mind that the entire resume is about you, so personal pronouns can become very redundant. Resumes are also meant to be read quickly, so while proper grammar matters, a full and proper sentence is not needed. Instead, resumes use phrases that are loaded for impact and read quickly (speed-reader style). You should use what might be called "bullet language," where each line begins with an action verb and leaves out the pronouns.

In regard to verbs, use tenses consistently. Students often miss this important aspect of writing a resume, but inconsistent verb tenses communicate a poor command of communication skills. Here is an example: Under his first job, Mark states that he “organized shelves” for his employer. In the next line, for the same job, he states that he “runs the cash register.” He has switched from past tense to present tense in the same job description. Keep verb tenses accurate and consistent. If the job or project is past, use past-tense verbs; if present, use present-tense verbs.

Writing Strong Experience Points

It’s fine to list your relevant duties and activities from each job on your resume, but avoid the phrase, “responsible for...” Employers want to know what you accomplished, not just what was expected of you, based on the job requirements. The experience points on your resume should convey your abilities and impact on the job as much as possible. Although some job duties are seemingly too basic to show how your approach had any impact, most students can find ways to paint a clearer picture of their capabilities. At the very least, do your best to avoid describing your work in ways that are vague and meaningless.

Saying that you stocked shelves is not as powerful as saying, “organized merchandise.” Stating that you “helped customers” as a job duty has little impact, but “advised customers on selections and purchases” or “increased sales through customer assistance” are much better. Consider how the points on your resume can be clarified to show greater impact, based on the examples below. A list of power words is also provided on page 19.

Poor: “Stocked shelves”

Strong: “Replenished shelves, rotating products and ensuring code dating procedures were followed.”

Poor: “Made deliveries”

Strong: “Delivered dozens of customer orders per day over a 20-mile radius; completed deliveries with accuracy and within time constraints.”

Prioritizing Relevant Content

No matter what format you use you should list your jobs in reverse chronological order in your experience section, but this presents a problem if your most important jobs are pushed farther down the page by more recent but less relevant positions. For example, if your most recent position was a retail job at Macy’s it will unfortunately appear at the top of the section while your prized accounting internship takes second place. The preference is to present the most notable position, the internship, first. The way to achieve this order is to use a section called “Relevant Experience.” (See the sample resume section for resumes that include a relevant experience section.)

By adding this section, you can maintain a reverse-chronological order, while prioritizing your relevant experience in its own section, above the lesser jobs. So any type of experience that has direct bearing on your career objective can be listed under relevant experience. The section that will come after “Relevant Experience” will be called “Additional Experience,” “Employment History” or a similar heading. In any case, you should not go into great detail about your duties for your less notable jobs.

References

You should arrange to have a minimum of three references before submitting your resume to an employer. Make sure these individuals are comfortable serving as your references and will provide strong and favorable recommendations. People you should consider asking to serve as references usually include supervisors and coworkers. Faculty, pastors, work colleagues and others who know your abilities and character can also be acceptable references, but those who are current professionals or recent supervisors usually carry more weight. You should not ask family members or people who are just friends to serve as references. The more professional your relationship with a person of reference, the better.

Always list references on a separate page and save the space on your resume for your experience and other relevant content. Employers typically require your reference data to be entered as part of the application process, but they may also have you submit these on a document to be emailed or uploaded to their site. Be sure to have your name and contact information at the top, in case this page gets separated from your resume.

Your reference page should follow a clear and consistent format for each person listed. This information should ideally include the items listed in the example, below. It is preferable to list work/daytime phone numbers, but do not list a number where your references don't wish to be contacted.

Suggested format for a reference page

References for Richard Neilson

678 Pleasant Drive
Hawthorn, OH 43899
419-574-9869
E-mail: neilsonr@mail.mvnu.edu

Mike Greenly, Manager
Budget Car Rental
3000 International Drive
Columbus, OH 43219
Day Phone: 614-251-4595
E-mail: mgreenly@budgetrent.com
Previous supervisor

Patricia Swenson, Director of Library Services
Hawthorn Community Library
2975 South Elm Street
Hawthorn, OH 43899
Day Phone: 419-876-9765
E-mail: pswenson@hcl.org
Previous supervisor

Martin Phillips, Shift Manager
Rally's Restaurant
1855 South Elm Street
Hawthorn, OH 43899
Day Phone: 419-876-4897
E-mail: Phillipsm@rallys.com
Coworker

Sample Resumes

Jordan L. James

709 Cedar Drive Mount Vernon, OH 43050
740-393-9939 / Email: jorjames@mail.mvnu.edu

OBJECTIVE

Seeking a position in law enforcement that utilizes excellent judgment, listening and diplomacy skills, to foster a safer community for citizens.

EDUCATION

Mount Vernon Nazarene University, Mount Vernon, Ohio

Criminal Justice Major / Psychology Minor

Pursuing Bachelor of Arts, with expected graduation in May 2021

Cumulative GPA: 3.3/ Major GPA: 3.6

Relevant Coursework: Field Observation, Criminal Law, Criminology and Victimology, Criminal Procedures, Corrections, Crisis Intervention, Constitutional Law, Criminal Investigations

RELEVANT EXPERIENCE

Ride-Along Internship / *Knox County Sheriff's Office / Mount Vernon, Ohio / January 2021 - Present*

Observe officers on patrol. Create reports on arrests. Perform checks on license plates and driver's license numbers through the NCIC Database. Build rapport with officers in the Knox County Sheriff's Office.

Ride-Along Internship / *Mount Vernon Police Department / Mount Vernon, Ohio / August 2020 – December 2020*

Accompanied officers on patrol to observe their responses to a variety of situations. Recorded knowledge gained, though a logbook.

WORK EXPERIENCE

Mount Vernon Nazarene University / *Mount Vernon, Ohio / Admissions Office Student Worker / August 2020 - Present*

Provide guided tours of the university to prospective students, families, and groups; share relevant information about the campus and highlight services and programs available to students.

Participate in student panels by answering questions about university policies and by sharing from personal experiences as a student.

AutoZone / *Mount Vernon, Ohio / Sales Associate / May 2016 - August 2020*

Operated cash registers and followed cash handling procedures. Assisted in loss prevention. Utilized proper safety equipment when needed. Maintained store displays and replenished stock on shelves. Addressed problems with customers' vehicles by retrieving computer codes and providing replacement parts.

ACTIVITIES AND ACHIEVEMENTS

MVNU Small Group Leader, Fall 2018- Spring 2019

Haiti Mission Trip, Spring 2019

Mandate CoSMO Volunteer, Fall 2018 – Spring 2020

JESSICA A. MILLS

929 Albert Drive, Mansfield, Ohio 43220 / 740-466-0987 / jmills2009@aol.com

OBJECTIVE

To obtain a position in client relations, facilitating client needs and resolving issues while representing my employer to various parties.

SUMMARY OF QUALIFICATIONS

- Excellent people skills, oral and written communication skills and presentation skills
- Substantial experience resolving subscriber issues, delivering accurate and timely answers
- Very strong problem solving and analytical skills; creatively meets customer needs
- Well able to assist with technical and procedural issues
- Extensive experience gathering, interpreting and reporting statistical information
- Experience coordinating vendor operations / managing projects through vendors
- Well versed in marketing research and promotions

EDUCATION

B.A. Business Administration / Marketing Minor / Mount Vernon Nazarene University / May 2015

RELEVANT EXPERIENCE

Circulation Coordinator / *Columbus Dispatch / Columbus, Ohio / July 2015 - Present*

- Assisted in developing a promotional campaign for a company event that attracted 3,000 attendees
- Field escalated customer service calls
- Provide subscribers with login help on website
- Co-wrote press release that resulted in featured stories by two national newspapers
- Perform subscriber look-ups on fulfillment databases
- Log all renewal/billing seed efforts to evaluate timeliness
- Manage pressruns which contain a budgeted count for distribution and circulation reporting
- Prepare and distribute reports on subscriber trends
- Manage list pulls, coordinate email blasts and mail merges

Marketing Intern / *Matterson Associates / Mansfield, Ohio / Summer 2014*

- Assisted marketing team with developing a promotional campaign
- Prepared and distributed reports on sales trends for clients
- Tracked and reported advertisers in industry publications
- Assisted in conducting focus group sessions
- Conducted market research that captured data on target market demographics, competitor initiatives, and industry trends. Client used research to revamp direct mail campaign strategy
- Created media kits to enhance software client's business-to-business sales presentations

ADDITIONAL EXPERIENCE

Food Server *Outback Steakhouse Mansfield, Ohio: 2014-20015*

Cashier *Walmart Mansfield, Ohio 2012-2013*

Sarah A. Ralston

5708 Round Lake Lane / Chagrin Falls, OH 43669
Cell Phone: 740-968-9828 / E-mail: barkerkm@mail.mvnu.edu

Summary of Qualifications

Social Work student with a high level of empathy and strong desire to help others recover from loss and personal trauma. Formative experiences include exposure to diverse cultures and a wide range social issues such as foster care and behavioral health. Excellent listener with strong skills in speaking, resourcing, documenting and organizing.

Software Skills: Proficient in Microsoft Word, PowerPoint, and practical knowledge of Excel.

Education

Mount Vernon Nazarene University, Mount Vernon, Ohio

- Pursuing Bachelor of Science in Social Work, with expected graduation in May 2021
 - GPA: 3.2
 - Dean's List: Fall 2019, Spring 2020
 - Coursework Highlights: Social Work Practice with Families and Groups, Crisis Intervention, International Social Work, and Analysis of Social Policy
-

Relevant Experience

Intern / Cuyahoga County Children and Family Services / Cleveland, Ohio / June 2020 - Aug. 2020

- Provided case management services to children and families.
- Facilitated various support services, crisis intervention and emergency clinical assessments, as needed.
- Coordinated intake referrals, treatment plans and assisted with in-group psychotherapy services.
- Provided assistance for the Center for Child Protection's Education Services Department.

Home Healthcare Aide / Caring Hands, Alliance, Ohio / Jun. 2018 - Aug. 2018

- Provided care to elderly clients in their homes.
 - Facilitated activities to engage them socially and mentally.
-

Additional Experience

Writing Specialist / Mount Vernon Nazarene University / Mount Vernon, Ohio / Aug. 2020 - Present

- Help fellow students improve their writing and learn to use MLA documentation properly.
- Provide information on utilizing library facilities and resources.

Office Assistant / Stark Health Care Center / Canton, Ohio / May 2019 - Aug. 2019

- Organized the office of the Director of Residence.
 - Helped stock and organize the gift shop, sorted and delivered residents' mail, completed various other administrative tasks.
-

Activities and Achievements

Jamaica Mission Trip, Spring 2019

Student Mentor, 2019 - Present

Habitat for Humanity Volunteer, 2017-Present

Alex B. Smith

35 Pine Street / Zanesville, OH 43701 / 740-220-5309 / E-mail: alesmith@mail.mvnu.edu

SUMMARY OF QUALIFICATIONS

Communications student with demonstrated ability to use Adobe Audition to record and edit audio; creates effective copy and show prep materials. Excellent verbal and written communication skills. Facilitates interviews by phone, email, and in-person communication. Announces information for recording and live broadcast.

EDUCATION

Mount Vernon Nazarene University, Mount Vernon, Ohio

Communication and Media Major

Pursuing Bachelor of Arts, with expected graduation in May 2021

Cumulative GPA: 3.7/ Major GPA: 3.9

Relevant Coursework: Mass Media Writing I, Mass Media Writing II, Digital Media Practicum – Radio, Digital Media Practicum- Journalism, Radio Production, Fundraising Practicum

WORK EXPERIENCE

Multimedia Intern / *Woodrow Wilson International Center for Scholars / Washington, D.C. (Remote) November 2020 - present*

Research, produce, shoot, and edit short videos and websites. Design interactive visualizations, and graphics. Create audio media including podcasts about US-Russia relations, Russia, and the post-Soviet region.

Package Handler / *Federal Express / Zanesville, Ohio / May 2019 - August 2020*

Loaded and unloaded freight trailers with great efficiency. Tracked and logged packages using tracking equipment. Swept empty trailers when needed.

Floor Associate / *Walmart / Zanesville, Ohio / June 2016 - August 2018*

Stocked shelves and created product displays. Assisted customers in finding and selecting product. Reported stock to supervisors. Maintained cleanliness and order on the sales floor.

ACTIVITIES AND ACHIEVEMENTS

Dean's List, Spring 2018 – Fall 2020

Lakeholm Viewer Staff Writer, Spring 2018-Present

Honors Program, 2020

Resume Power Words

| | | | | |
|--------------|--------------|------------------|-------------|-------------|
| Accommodated | Computed | Expedited | Meditated | Recorded |
| Accomplished | Conceived | Experimented | Memorized | Recruited |
| Achieved | Conducted | Explained | Moderated | Rectified |
| Acted | Constructed | Explored | Modified | Reduced |
| Activated | Contracted | Expressed | Monitored | Reflected |
| Adapted | Contributed | Facilitated | Motivated | Related |
| Administered | Controlled | Fixed | Navigated | Repaired |
| Advertised | Cooperated | Followed through | Negotiated | Researched |
| Advised | Coordinated | Forecasted | Observed | Resolved |
| Allocated | Counseled | Formulated | Operated | Responded |
| Analyzed | Created | Gathered | Ordered | Restored |
| Anticipated | Critiqued | Graphed | Organized | Revised |
| Appraised | Defined | Grouped | Outfitted | Reviewed |
| Approved | Delivered | Helped | Oversaw | Saved |
| Arranged | Delegated | Hosted | Painted | Scheduled |
| Assembled | Demonstrated | Identified | Performed | Screened |
| Asserted | Designed | Indexed | Persuaded | Serviced |
| Assessed | Developed | Improved | Planned | Shaped |
| Assigned | Devised | Influenced | Plotted | Simplified |
| Assisted | Diagnosed | Initiated | Preached | Sold |
| Audited | Directed | Innovated | Predicted | Sorted |
| Balanced | Discovered | Inspired | Prepared | Staged |
| Built | Discussed | Instructed | Presented | Stimulated |
| Budgeted | Disciplined | Interpreted | Presided | Studied |
| Calculated | Dissected | Interviewed | Processed | Summarized |
| Catalogued | Distributed | Invented | Produced | Supervised |
| Catered | Drafted | Investigated | Programmed | Supported |
| Changed | Edited | Implemented | Promoted | Systemized |
| Classified | Educated | Judged | Proposed | Tabulated |
| Coached | Encouraged | Justified | Provided | Targeted |
| Collaborated | Enforced | Led | Publicized | Taught |
| Collected | Enlisted | Learned | Published | Tended |
| Combined | Established | Listened | Purchased | Trained |
| Communicated | Examined | Maintained | Raised | Translated |
| Compared | Exercised | Managed | Reacted | Transmitted |
| Compiled | Exhibited | Manipulated | Recommended | Updated |
| Composed | Expanded | Mapped | Reconciled | Utilizing |

