
Resume and Cover Letter 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. The value of your education at MVNU goes far beyond knowledge. A liberal arts education helps you develop qualities and skills that will be useful throughout your life and career. Some examples are research skills, analytical skills, organization, and communication skills. You have been acquiring these and many other important attributes through your coursework. This section will also help you hone the valuable skills you have acquired outside the classroom. Through co-curricular and extracurricular activities, students develop interpersonal skills, initiative and teamwork skills, to name a few. Identifying your skills will help you demonstrate your value to employers.

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 career. This is why identifying *transferable* skills is so important. 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.

The question may come, why are these things important in regard to creating a resume and finding a job? It is because your value to an employer will be largely measured by how well you apply and use what you have learned. And that is directly related to, and measured by your co-curricular experiences. In other words, having good grades is important to employers, but demonstrating how you can apply your education on the job is a more reliable measurement of your ability and potential. Experienced employment recruiters appreciate the value of a student's campus activities and volunteer experience. Some employers focus more on these attributes than a student's grades. This is not at all to say that grades aren't important, but to demonstrate that academic performance is just one part of the equation.

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 are looking for in candidates.

Top 10 Personal Qualities/Skills Employers Seek

1. Leadership
2. Ability to work on a team
3. Communication skills (written)
4. Problem-solving skills
5. Strong work ethic
6. Analytical/quantitative skills
7. Technical skills
8. Communication skills (verbal)
9. Initiative (self-motivation)
10. Computer skills

Source: *Job Outlook 2014*, 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.

So how do you compile this large body of information to begin with? This is why a 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. Don't spend too much time figuring out what should be included in this inventory. Keep in mind, at this stage of the process, more information is better. Sometimes students need to customize their resume for different career options, so you may never know what is relevant until you're ready to apply for a position.

To help you with this process, several categories of activities will be utilized as you recount your experiences. These categories should cover just about every kind of activity worth considering for resume content. If not, just use the "Other Important Activities" category. 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 oral/visual 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 Experience: _____

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.

Identifying Transferable Skills

As explained earlier, transferable skills are those which you have acquired through academic and extracurricular experiences that can be applied to your future career. In this section you will use the 12 Skill Domains to identify important skills you have already acquired. This will also help you identify any skills which need further development.

Using the categories below, indicate those Skill Domains you believe you have demonstrated through the activities you described in the previous section (or any other activities).

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

Examples: balancing a checkbook, purchasing supplies, allocating funds

How have you demonstrated these or similar skills?

2. Research Skills - Collecting data, investigating, reporting, 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 these or similar skills?

3. Analytical Skills - Assessing, evaluating, quantifying, examining, diagnosing, appraising, assigning value, making judgments, critiquing and recommending

Examples: solving a word problem, dissecting an argument, critiquing a policy, streamlining a process

How have you demonstrated these 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

How have you demonstrated these 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: Creating a multimedia presentation, writing an essay, providing an interpretation, leading a discussion

How have you demonstrated these or similar skills?

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

Examples: developing a theme for an event, writing an advertising slogan, creating a new business form, designing a flier

How have you demonstrated these 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 these 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: swaying another's point of view, selling a product or service, changing a group's perception

How have you demonstrated these or similar skills?

9. Support Skills - Maintaining systems, carrying out directives, following procedures, delivering results, assisting with functions; includes clerical, maintenance, operations and administrative roles

Examples: assembling information packets, setup or tear-down for an event, working in a kitchen, writing minutes for meetings

How have you demonstrated these 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 to use library systems, starting a new job, using new computer software, adapting to a foreign culture

How have you demonstrated these or similar skills?

11. Organizational Skills

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

Examples: reorganizing a work space, developing a presentation, assigning work tasks for a committee, writing an outline

How have you demonstrated these 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, piloting a plane

How have you demonstrated these or similar skills?

The information you have documented on the previous 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 openings and review their qualification requirements.

Develop a Summary Statement

The process of documenting your experiences and skills culminates in the creation of a statement that positions you for the type of work you are targeting. This can be an important element in a resume because it helps communicate that you are a qualified candidate for your chosen field. This statement also shows that you know your strengths and are prepared to apply them in a professional role. On your resume you will call this section a *Summary Statement*, *Summary of Qualifications*, *Professional Profile* or similar terminology.

A summary statement will showcase your most important strengths, skills and qualities, creating an image of you as a competent professional who understands the demands of the role you seek. Although you may not have extensive experience in the professional arena, you must position yourself to make this transition by demonstrating that you have what it takes to perform in that capacity.

Developing a well-focused resume and a summary of qualifications requires that you have a solid understanding of both, yourself and the career path or paths you have targeted. Students at all levels (and even seasoned professionals) often need help in both areas. A career advisor can assist you in gaining important insight about your personality and how it relates to various careers through assessments. In this process we examine what stimulates you to express your most preferred strengths. Career Development also maintains resources to help you gain understanding of the field you have chosen, so you will know what skills and qualities are expected of candidates. If you need assistance in these areas, contact Career Development.

In developing your summary, focus on those qualifications which are most desired for the type of position you are seeking. You should also look back at the skills and qualities from the previous sections that are most prominent. Compile a list of these attributes in relative order of their importance. Once you have eight to ten of these items, you can begin to write your summary of qualifications. Your writing style should not be a formal narrative, as: "I regularly communicate most effectively through oral and written expression." You should avoid using personal pronouns, and write very succinct phrases: "Highly effective oral and written communication skills." Your summary should be the length of an average size paragraph. Begin by creating a Word file, in which you can easily revise and polish your summary. This will serve as the basis for your resume. (Be sure not to use resume templates. Employers will recognize the cookie-cutter approach.) Refer to the examples of summary statements in the appendix to guide you.

Next Steps

Documenting your experiences and assessing your development is an ongoing process. If you realize you have important areas that need further development as you plan and prepare for your career, do your best to identify those areas and the types of activities that will best meet your needs. Now that you have documented your skills and qualities you are better able to assess what should be included on your resume and what areas you need to develop in order to improve your qualifications.

Sample Summary Statements

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

.....
Dedicated registered nurse (RN) with specialty experience in psychiatric/mental health nursing. Developed strong psychiatric-evaluation and treatment-planning skills through recent internship at Pennsylvania Department of Corrections. Knowledge of psychotropic medication administration, management and training.

.....
Teacher's assistant with a commitment to providing dynamic instruction that fosters child development. Currently pursuing bachelor's degree in Early Childhood Education from New Jersey College.

.....
Energetic human resources professional with a bachelor's degree in HR Management and a unique perspective on the latest HR techniques. Seeking to provide top-quality HR support to ensure a competitive advantage in the global marketplace. Offer excellent communication skills, computer proficiency (word processing, spreadsheets, database programs), and an understanding of organizational strategies to help meet corporate objectives.

.....
Executive assistant with five years of progressively responsible experience providing office support to senior executives. Combine excellent organizational skills with hands-on technical knowledge, superior memory for details and a strong work ethic. Ability to analyze business operations and recommend strategies to improve performance. Maintain professionalism at all times and use discretion when handling confidential data. Competent "people person" with bilingual English-Spanish skills, a master's degree in Instructional Technology and knowledge of HR practices.

.....
Top-ranked account representative with a proven track record of exceeding annual sales targets. Expert sales closer committed to a solution-based sales approach that results in million dollar revenue growth. Consistently develop strong business relationships and use presentation skills to promote business and close large-dollar deals. Computer literate (programs include Word, Excel, PowerPoint, Access, and ACT.).

.....
Service-oriented sales representative with five years of specialized experience in the wireless communications industry. Dedicated to achieving sales targets while providing excellent customer service. Superior record of surpassing expectations, including net activations and subscriber revenue. Keep up-to-date with changes in technology to best serve wireless customers.

.....
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Writing Your Resume

This section will take you through the basic components of a resume (Resume 101), help you determine which approach to use in formatting it for greatest effectiveness (Resume 201 and 301), and how to best position yourself for the jobs you are targeting (Resume 401). If you are writing your first resume, you will need to begin with Resume 101. If you already understand the basics, order, and purpose of each section, start with Resume 201. The most advanced candidates will want to start with 301 or 401, to better develop their focus and position themselves for the right career. If you are revamping your resume, you will benefit from information throughout.

There are several approaches to developing a resume. No single solution works best for everyone, or in every situation. A college student developing his or her first resume will take a different approach than a professional who has been in the field for five or ten years. Formats and organizational styles for resumes are only guidelines—not hard-and-fast rules.

Avoid approaching your resume as you would an application form. Application forms provide basic facts and do nothing to set you apart or present you in the most positive light. As opposed to reporting employment information, make sure your resume builds a case for you as a qualified candidate in your targeted field. A Well-written resume will work as a promotional tool—effectively capturing the interest of prospective employers.

Resume 101: Formatting and Content Basics

Before you can develop a unique approach to your resume, you should understand how resumes are typically laid out. This section will provide a basic structure which can be adapted to suit your individual situation. Becoming familiar with the basic approach will make it easier to write your first resume. But keep in mind, the best approach for you will probably be a modified version of what is presented here. So start with the basics and modify when it seems advantageous for your situation.

One tool you must avoid is the resume template. Templates are provided with popular word processing software as a means of creating “beginner” resumes. These generic templates allow you to quickly enter your information into a “prefabricated” resume. There are disadvantages in using these templates. For one, they are very popular, so if you use a template, chances are your resume will look just like a thousand other resumes that a given employer has received. This is no way to set yourself apart! Another issue with templates is that they do not allow you to create your own approach, or spend the time to develop thoughtful, well-targeted content. A template by definition works against your ability to develop a resume that suits you personally.

If you have not started a resume, and don’t know where to begin, use this section to become familiar with the basics of resume formatting. As you read through the following information, refer to the sample on the next page (there are more examples in the appendix). This will give you an idea of how most student resumes are organized. Consider what you might write for each of these basic components.

Objective Statement

It is important to understand that every resume needs to have a specific career target, such as forensic science, human resources or social work. No one, “generic” resume can position you effectively for a wide diversity of careers; this is like using a single arrow to hit three targets, or training to be a Sumo wrestler and a horse jockey at the same time. It can’t be done. So if you are considering two or more career directions that are not related, you should develop a resume that positions you as the right candidate for each direction. You need multiple resumes for multiple targets.

Sean M. Barclay

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CAREER OBJECTIVE

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

EDUCATION

Mount Vernon Nazarene University, Mount Vernon, Ohio

Business Administration Major / Marketing Minor

Pursuing Bachelor of Arts, with expected graduation in May 2018

Cumulative GPA: 3.0/ Major GPA: 3.7

Relevant Coursework

Management, Principles of Marketing, Managerial Finance, Accounting, and Computer Applications

WORK EXPERIENCE

Enterprise Rent-A-Car / Newark, Ohio

Customer Service Representative / January 2015 - present

Process rentals, reservations and returns; sell optional services to customers. Wash and vacuum cars upon return. Check for customer property or missing equipment. Monitor fluid levels, inspect for damage or mechanical problems and prep cars for customers.

Federal Express / Martins Ferry, Ohio

Package Handler / May 2014 - August 2014

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

McDonalds / Martins Ferry, Ohio

Crew Member / June 2013 - August 2013

Received and filled customer orders, ran cash register, helped train new employees. Swept and mopped floors wiped down tables, counters and play place. Stocked the front counter with napkins, condiments and other supplies. Replenished soda and CO2 tanks.

ACTIVITIES AND ACHIEVEMENTS

Honors Program, Spring 2015

Jamaica Missions Trip, Spring 2015

Student Orientation Leader, 2015

High School Senior Class President, 2013/2014

Objective statements are not looked upon favorably by all employers because they have often been abused and misused by job seekers. You do not have to use an objective statement, but if you do, make sure you use it properly. Since an objective statement sets the tone and direction for the resume, it must clearly state the type of work you are seeking. Vague objectives are meaningless and would be better left off. A vague objective might be worded like this:

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

This statement says what any other applicant would hope to achieve, while stating nothing to set the candidate apart. It also places emphasis on what the company should provide—rather than focusing on what the candidate brings to the party. Placing expectations on the employer, such as being rewarded for your great work, should be avoided.

Effective objective statements identify a profession or at least the subject matter one wishes to be involved in. Your objective should give some indication that you have given thoughtful consideration to your career path, and know where you are going. 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.

An objective should be specific enough to introduce what you are about, but not so specific that it limits you from other related opportunities. It should answer the question, why is this resume being submitted? Another common mistake is to write an objective that singles out one particular position—the one to which you are presently applying. Consider the following example:

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

This is not realistic and no one should believe that your one life goal is so narrow that it can only be achieved by being hired for this one particular opening. Your cover letter will do the job of identifying what position you are applying to—not your resume. Word your objective so that it identifies the *type of career* you have chosen as a long-term goal. Remember, it is a *career* objective. There should be many, many positions that will fit your general career objective—not just one opening.

Education

For most students, education comes next since it has more relevance than their work experience. Once you have a few years of professional experience under your belt, your educational credentials will become less prominent, and move farther down the page. At that point the experience section will precede your education. 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 since 2014 does not indicate how close you are to being finished. Do not list your high school unless it has very unusual significance to the position. It goes without saying that a college student 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 does not add to your candidacy. If earlier college work only uses up space it's better to omit it. Most of your prior coursework either does not necessarily relate or it will transfer under the degree programs already listed (such as your current degree, in progress). However, if you had some very relevant coursework that relates to your career objective and is not already covered under your MVNU degree you should probably include it. Always use reverse order and list your most recent school first. The earliest college you attended will appear last.

Resume “Don’ts”

- Don’t use resume templates.
 - Don’t put salary information on your resume.
 - Don’t include personal information such as age, marital status, height, etc.
 - Don’t list your high school education.
 - Don’t list the names of supervisors or coworkers on your resume.
 - Don’t use vague, meaningless objective statements.
 - Don’t use too many font styles and sizes.
 - Don’t exceed one page unless you have important experience that requires two pages.
-

Listing your most relevant course work, or what you have completed thus far, will help an employer to see how your educational experience specifically applies to the position. Some internships require students to have taken a certain level of coursework before they can apply. List at least five courses that relate to the function of the job you are targeting.

You should only list your GPA if it is a 3.0 or higher. If you have a 3.0 or higher in your major-specific classes, you can list that GPA, as long it is identified as your major-specific GPA. Students frequently list both when both are above a 3.0 and the major average is higher. In this case list your overall GPA first, followed by your major-specific GPA. An example would be, “*Cumulative GPA: 3.1/ Major GPA: 3.85*”

Work Experience

The experience section is often the most difficult part of the resume to write. A good way to approach this is to make notes of all the duties, activities or accomplishments you had at your most recent job, then rank them by importance. Try to come up with eight to ten items to describe the different types of work you did (you may not use all of these). Writing a resume is a continuous process of gathering and compiling all the information, then editing it down to the most relevant pieces. Your resume should not cover a comprehensive list of all your duties; only those that paint a picture of a capable, valuable employee. If you struggle with describing what you did, see if you can find a job description for the job you held. You may find job postings online that are similar to yours. Your employer may also have a training manual or something you could use as a job description. (Also refer to the previous section to list and detail your experience.) Once you have done a thorough job of describing your duties, it will be easier to do the same for your other work experiences.

Notice in the example on the page 17 that positions are listed in reverse chronological order. Your resume should always list the most recent position first. Employers need to see what you have done most recently at the top, and your most recent positions often involve your highest degree of responsibility. Each of your positions should list the employer, city and state, your title and the beginning and ending dates of your employment.

When describing your work it is important to use words that have impact. Saying that you stocked shelves is not as powerful as if you say, “organized merchandise.” Listing “helped customers” as a job duty has little impact, but “advised customers on selections” or “increased revenue through customer assistance” is much better. Most student resumes need an overhaul on such vocabulary. For help in using more powerful words, refer to the list on page 20.

Resume power words

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

Skills

If there are relevant skills, such as computer skills that you have not had an opportunity to cover, mention those items under a skills section. Some students will want to mention technical skills that are specific to their field, such as accounting or chemistry. You may also consider calling the section “Credentials and Skills,” and list field-specific certifications or licensures along with related technical skills. Nearly all students need to show their ability to use common computing software. If you utilize a summary of qualifications (discussed later), you can include technical and other special skills in that section.

Volunteer Work, Other Activities and Achievements

The final section should list your involvement in areas outside the workplace or classroom. You can also highlight academic, work-related, or other types of achievements and honors. The most important thing you can demonstrate here is that you have taken initiative to be involved in activities that exceed your expected roles. This is why employers value volunteer and other extracurricular experience. It is to your advantage to show any leadership skills, awards or other notable responsibilities. You should mention your involvement in college, professional or community organizations, or at least areas of interest and involvement. 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.

References

You should have contacted no fewer than three of your references before submitting your resume to an employer. Make sure these individuals are agreeable to having you use them as references, and that they have positive recommendations. The more professional your relationship with a person of reference, the better. Clergy, faculty and others who know your character are acceptable references, as well as supervisors or coworkers. You should never use family members as references. References who are professionals or past supervisors carry the most weight.

Ask each person on your list of references to give a phone number where an employer may contact them. It is preferable to list their work/daytime phone, but do not list a number where they don't wish to be contacted. References do not need to be listed on your resume. List your references on a separate sheet with basic contact information. Be sure to have your name at the top in case this page gets separated from your resume. Use the example on the following page as a guide.

Layout and Presentation

The ideal length for your resume is one page. Most students do not need to take up more than this. It is always preferable to keep your resume as short and to-the-point as possible. Recruiters who review resumes often have large stacks and little time, so your best approach is to cut to the chase. If you avoid unnecessary details, it is not difficult to get the important information on one page. Candidates with substantial experience and many professionals may need more space, but a resume should never exceed two pages.

Make sure your style is consistent when using subheads, italics, bullets and so on. Each section should look like it belongs with the others. Do not cram the page full of text. Leave reasonable margins and white space to make your resume inviting to read. 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.

Choose a light neutral or plain white stock for your resume. Make sure it is quality stationery with matching envelopes (do not use plain, cheap-looking paper). Also avoid paper stocks that have fibers and flecks. These will reproduce as black “dirt” when copied or faxed and interfere with legibility. 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.

Grammar, Spelling and Accuracy

The vast majority of resumes reviewed in ODU's Career Development Center have errors. About half of them have numerous 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 on your computer software for detecting mistakes. Inevitably mistakes will be missed. Regarding the information, always give the most honest and accurate information possible on your resume. No employer will tolerate misinformation.

Verb Tenses

A lack of consistency in verb tenses communicates a poor command of communication skills. Students often miss this important aspect of writing a resume. 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.

Suggested format for 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

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

Martin Phillips, Shift Manager

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

Resume 201: Which Format?

So far we have covered the basic approach to organizing the content of your resume, but other approaches, or formats may be more effective for your situation. There are two widely accepted resume formats: *chronological* and *functional*. Each will present your strengths in a different light. While either may work, depending on your situation, it is likely that one is more suitable for you. Another solution is to combine the chronological and functional formats into a hybrid approach which will be addressed in a later section. First, an orientation to the primary formats.

Chronological Format

A chronological resume presents your information in straightforward fashion. The structure of the resume is based entirely on a reverse chronology of the jobs you have held. Each position is listed with the work experience attributed accordingly. The progression from one position to the next is easy to follow and understand. This is the strength of a chronological format. When the progress you have made in your career is of great importance, this format highlights each phase, and shows your ability to be promoted and increase your competence. This is especially effective for individuals who have spent much of their time in one career path. It also works well for more specialized or technical careers, in which a person is expected to progress along a particular track. An example of a student chronological resume is found on page 17.

Another reason to utilize the chronological format is to showcase your impact at each position. Some employers expect candidates to demonstrate the results of their efforts for each position they have held. Executives, for example, need to document the impact they have had for each company they directed. A chronological format also showcases the names of your past employers with greater emphasis. If the reputation of past employers is a major factor, the chronological format is often the best choice.

Functional Format

For candidates whose employment history is not the most relevant aspect to the position they seek, the functional style works better. This applies to students who have little experience, career changers whose experience is not specific enough to the field they have chosen, or individuals whose past employment is a mixed bag of unrelated jobs. The functional format can help you emphasize the experience that matters most to your targeted field. Whereas the chronological format puts emphasis on past jobs, the functional format allows you to showcase just the right experiences and qualifications. Your most important attributes may not have even been utilized in one of your past jobs, but demonstrated in a community program, your church, or through your academic coursework. Such aspects are part of your package and relevant points to highlight to employers. With the functional format you can showcase qualities that were not related to a paid job, but were demonstrated in some other role you have played. Keep in mind that you need to be able to support claims about the skills you possess. Qualifications should be traceable to actual activities. You should also be to back up your claims in an interview.

An example of a functional resume is shown in the appendix. You will notice in reading through this example that the emphasis is on the candidate's qualifications, not their previous jobs. A functional resume makes the skills and attributes of the candidate the priority. The employment history is still included, but provides fewer or no details, and is often placed farther down on the page. Typically, a functional resume is quicker to read (which is beneficial) because all the information is condensed, concentrating on the most relevant aspects of the candidate's experience.

Sean M. Barclay

1058 Orchard Drive / Martins Ferry, OH 43689

740-368-9929 / E-mail: bransonm@mail.mvnu.edu

SUMMARY OF QUALIFICATIONS

Demonstrated skills in managing, marketing and sales with ability to effectively organize work tasks, process customers, sell standard and optional services and develop marketing strategies for infield class projects. Excellent presentation and communication skills, and excels in competitive situations. Effective in training employees, very people-focused and capable of leading and motivating others. Demonstrated ability to organize personnel, speak persuasively, and generate public awareness.

EDUCATION

Mount Vernon Nazarene University, Mount Vernon, Ohio

Business Administration Major / Marketing Minor

Pursuing Bachelor of Arts, with expected graduation in May 2018

Cumulative GPA: 3.0 / Major GPA: 3.8

Relevant Course work

Management, Principles of Marketing, Managerial Finance, Accounting and Computer Applications

WORK EXPERIENCE

Enterprise Rent-A-Car / Newark, Ohio

Customer Service Representative / January 2015 - present

Process rentals, reservations and returns; sell optional services to customers. Wash and vacuum cars upon return. Check for customer property or missing equipment. Monitor fluid levels, inspect for damage or mechanical problems and prep cars for customers.

Federal Express / Martins Ferry, Ohio

Package Handler / May 2014 - August 2014

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

McDonalds / Martins Ferry, Ohio

Crew Member / June 2013 - August 2013

Received and filled customer orders, ran cash register, helped train new employees. Swept and mopped floors wiped down tables, counters and play place. Stocked the front counter with napkins, condiments and other supplies. Replenished soda and CO2 tanks.

ACTIVITIES AND ACHIEVEMENTS

Honors Program, Spring 2015

Jamaica Missions Trip, Spring 2015

Student Orientation Leader, 2015

High School Senior Class President, 2013/2014

Like the chronological resume, the core of the functional resume is usually a section that deals with experience, but it is organized much differently. Most functional resumes organize the experience according to competencies which relate to the person's career objective. The sample in the appendix identifies several areas of competency that have the most relevance to a management position. This makes it easy for the employer to get the big picture, without having to sort through each position looking for details that relate.

There are other benefits in using the functional format. It can be used to shorten the length of your resume. If your employment history contains several positions that were very similar, a functional format reduces redundancy, allowing you to list repetitious duties one time, instead of repeatedly under every position.

A summary of qualifications (sometimes called a professional profile) is often a key component in a functional resume. This section provides a place where you can focus on your most important qualifications as they relate to your targeted career. It allows you to put all the key information up front, in one place, where it gets noticed. The summary paints a picture of your skills, attributes and experiences, regardless of when, where or how they were developed. It emphasizes the candidate's qualities, not a history of jobs held. Many of your past jobs, such as retail and other part-time positions, may not have involved your most important qualifications. So if you have gained important skills through volunteering, student organizations, programs and coursework, you can list those qualities in a summary section.

An important concept to understand in developing a summary statement is the utilization of transferable skills. These are skills that you have gained through various experiences and can be utilized in a future position. For example, you may have once held a job that required you to categorize and inventory store merchandise. This translates into organizational skills. You may not need to perform that specific task in your future career, but you will always need to utilize organizational skills. Even stocking shelves requires some level of organizational aptitude. For more information on transferable skills refer to page 11 of this booklet.

Resume 301: Combining Styles

Once you are familiar with the standard formats you may realize that a more advanced approach is needed to best communicate your strengths and suitability for a particular career. A limitation of the chronological resume is that it doesn't always take into account some of your most important qualities. On the other hand, a purely functional resume does not provide specific details about projects and your impact in a key position. Using a combination of formats will allow the freedom to incorporate the aspects that work best for your circumstances. The combination format can vary widely, depending on the candidate, but some common approaches will be suggested that have broad applications for many students and career changers. The following guidance is most often recommended by Career Center staff. (An example of a combination resume is shown on page 27.)

The primary goal of the resume is to show employers what they want to see without losing them in all the extra details of your experience. One of the most useful components of the functional format is the summary of qualifications. Even if you plan to list your experience in chronological fashion, the summary will help you emphasize skills employers most desire and will place these points near the top of the resume. More details from each position can still be provided in your experience section as supporting evidence for the qualities mentioned in your summary. The summary section also allows you to mention attributes you possess that were not demonstrated in a job, but through other involvements such as volunteering, student organizations and other activities.

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. Your goal is to present the most notable position, the internship, first. The way to achieve this order is to use a section called “Relevant Experience.” By adding this section you can still follow chronological order, but now you can have a say in what gets placed first. Any type of experience that has direct bearing on your career objective can be listed under relevant experience. Once you have covered these positions (in the fashion used by the chronological resume) you can do the same for your less important experience (see the functional example in the appendix). 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 under this section. Leave room to emphasize the activities, impact and duties contained in the relevant experience section.

Resume 401: Positioning Yourself

Positioning yourself for the right job is a very important aspect of a successful job search, for beginners as well as experienced professionals. The more you can demonstrate your clarity of purpose, the better your chances of finding the right job. As noted earlier, your resume is not a job application, but rather a document that markets you to prospective employers. Consider this question when writing your resume. Does it say anything that could not be communicated on an employment application form? If not, you are not making good use of your information. A resume should do more than list employers, dates, skills and responsibilities. It should create a picture of who you are. It should position you for the opportunity that suits you best. The focus of this level of resume development is to home in on the type of position you want. Many job seekers try to load their resumes with all the diverse experiences they have had—hoping something will click with the employer, or that the sheer volume will give them an edge over the competition. This approach is not advised. Avoid using the shotgun approach and, instead, hone the points that relate best to your targeted career. For example, you probably don’t need to mention your ability to set up a web page or operate a Zamboni if you are targeting a position as an accountant. Instead, omit the Zamboni experience and look for underlying skills (transferable skills, as mentioned on page 11) that relate to the position you are targeting. You may say that you have demonstrated good computer or software skills, which will help you learn new software programs for accounting. Now you’ve added some more relevant value to your resume.

One thing that will hurt your ability to create the image of a well-focused candidate is placing too much emphasis on outside activities. Some students’ resumes, for example, read like a sports program. Avoid overemphasizing your athletic achievements unless they have direct relevance to the position you are targeting. This means you must acquire the kinds of work experience that will build your resume, or you will have nothing relevant to put on it. At the very least, avoid giving the impression that you would always rather be on the basketball court than studying. It’s OK to list some athletic activities at the end of your resume, but keep it brief.

Many times half the battle in writing your resume is figuring out what qualifications candidates in your particular field should possess. Here is a great way to gain insight into what employers are looking for. Once you have some job titles in mind you can search job boards for positions in your field—not for the sake of finding a job, but to see what employers are looking for and what words they use to describe their ideal candidate. Read through and compare 10 to 20 job postings on the internet and note the skills and qualifications that appear most often. The employers are telling you what they want to see on your resume. If you can address these qualifications from your own experience, you will be able to show that you have what it takes to do the job. If not, you will need to acquire such experience through internships or lower-level positions. This process will also help you identify keywords for your resume. Keywords are terms used by professionals in the field—technologies, skills, process and other experience—that employers specifically look for on candidates’ resumes. Recruiters will screen out all but the closest matching candidates, based on whether the right words show up on their resumes.

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

EXPERIENCE HIGHLIGHTS

- Assisted in developing a promotional campaign for a company event that attracted 3,000 attendees
- Co-wrote press release that resulted in featured stories by two national newspapers
- 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
- Manage pressruns which contain a budgeted count for distribution and circulation reporting
- Prepare and distribute reports on subscriber trends

EDUCATION

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

RELEVANT EXPERIENCE

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

- Assist in management of the circulation of several publications and on-line services
- Field escalated customer service calls
- Provide subscribers with login help on website
- Perform subscriber look-ups on fulfillment databases
- Log all renewal/billing seed efforts to evaluate timeliness
- 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

ADDITIONAL EXPERIENCE

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

Cashier *Walmart* Mansfield, Ohio 2012-2013

Connect the Dots and Paint a Picture

A resume needs focus. If you, the candidate, have experience that is related to your targeted career, your resume can be positioned to match the ideal opportunity much better. But if you do not have prior experience that relates to your targeted career, showing your fit becomes more of a challenge. Here we will discuss the need to frame your experience in ways that best connect to the type of work you seek.

As the candidate, you should not expect employers to use their imagination in order to make a connection between your varied experiences and your usefulness to their organization. This is the time to spell out exactly what you want employers to understand. Don't assume, because you held a position as an activities coordinator for a recreation program, that the employer will understand how your skills will translate into a supervisory position. The reader does not have time to analyze your life's work. It is up to you to clearly point out your experience in organizing tasks and directing people. It also shows that you understand how to apply your skills and life experiences to their position, and that you understand the details of what that position involves.

An effective resume...

- Presents information in an organized, logical fashion that's easy to navigate.
*Is it easy on the eye? Does it avoid clutter? Is the organization simple, easy to follow and clear-cut?
Are subheads, bullets and verb tenses used in a consistent manner throughout?*
- Demonstrates your ability to acquire new skills, accept responsibility, learn and grow.
*Do your skills show you can learn, adapt and take initiative?
Do your positions and duties demonstrate progress, increasing responsibility, and growth?
Do you use powerful action verbs such as planned, solved, implemented, developed, communicated...?*
- Communicates a clear understanding of your strengths.
*Does your resume show you know your strengths and demonstrate your ability to apply them in the right situation?
Does it communicate personal strengths, characteristics and qualities, as opposed to just the skills and experiences?*
- Positions you for the job for which you are best suited.
*Does it communicate a general theme about your direction, despite varied experiences?
Is it well-focused—avoiding the appearance that you are fishing for a direction?
Is it targeted toward certain kinds of positions?*

An important part of targeting and positioning yourself for your ideal job is using the language that is familiar to the trade. This is the way to truly make your resume into a marketing tool—an image piece. For example, you can show how your experience in retail could relate to a position in public relations. Tell how you “represented your company” to the customer, and were frequently called upon to help with “promotional events.” Explain your involvement in writing a “direct mail piece” for a year-end sale. Show you were familiar with the “demographics” of your typical customers. This is using the language of the field you have targeted. You are creating an image as a specialized professional, based on seemingly ordinary experiences. Again, this shows that you can see how your strengths are directed toward your ideal career.

Resumes in Cyberspace

Twenty years ago resumes were often sent by US Mail or faxed to employers. With the advent of the internet there are now numerous ways for your resume to be sent to an employer. With this in mind it is important that your resume translate easily into several media forms:

- Printed as hard copy (traditional paper format)
- Scanned (sometimes by the employer)
- Electronically pasted into an employer's resume submission form
- Sent as an attachment (saved in a widely used format such as Word or as a PDF)

Yet another way for job seekers to package and share their credentials is by developing a website for presentation of their resume and/or portfolio, or save the information on a disk or flash drive. This allows candidates to exhibit samples of their work and credentials in a controlled way that is easily accessed by employers. Whatever the case, be sure your resume and/or portfolio are professionally done so they present well and suffer no technological glitches.

Most employers accept resumes electronically and many large employers maintain resume databases from which they conduct keyword searches. If your resume becomes part of a large database, it's likely that it may never be read for its overall content but will instead be screened for specific keywords. When employers use this method only resumes with the right keywords will be looked at closely. Job seekers need to be aware of the odds of success when applying online. Submitting a resume electronically to a large company's website—or worse, an enormous job board—may yield little or no results. Applying for positions through MVNU's online job posting site is a very different situation. These employers post positions and specifically seek MVNU students to fill their openings. Your resume won't be lost in the crowd or ignored when you apply this way.

If you plan to apply through websites where keyword searches are likely utilized, you will need to modify your resume to improve your odds of getting noticed. Give thought to what keywords should be included on your resume. Also look carefully at the job descriptions for the type of position you seek. Note some essential skills or requirements that employers could use for keyword searches. If your resume does not contain such words, their automated screening process will eliminate you from consideration. To capitalize on the keyword approach, use more field-specific words, instead of general skills. For example, rather than just stating that you programming experience, make sure your resume contains words such as Java, C++ and other industry terms. Or, if you have print production knowledge through a graphic design course, use industry lingo such as "pre-press."

Even when you use specific keywords on your resume and apply online, you should also mail your resume as hard (paper) copy to someone in the company. This will increase the odds that someone will open and review it thoughtfully. The same holds true when you email your resume as an attachment; you should also send a printed hard copy. Don't assume that your e-mailed resume will be opened and read. Many e-mails get forgotten, filtered out or overlooked. State the job title and/or the noted reference number as the subject line of your message. Unless the employer advises differently, include a cover letter stating why you are sending the resume. Don't forget to attach your documents and be sure the name of your file contains your last name (don't just name it "Resume.doc"). These are common oversights!

Many employers have resume forms online which you simply fill in with raw text. If the employer does not accept one of the formats above you should consider creating a version that is basic, simple and friendly to all types of media and will take into consideration the various challenges in transferring data. The following are suggestions for creating a resume that will be friendly to electronic media and resume scanners.

- Use traditional fonts. Examples are Arial (a.k.a. Helvetica) or Times Roman. These fonts are most legible, and are universally accepted by electronic media. The size of the font should be 11 to 12 point, but keep in mind that fonts vary in size.
- When sending your resume as text, be aware that many characters and styles are not supported in plain text documents (such as bullets, italics, and underlining). Asterisks, hyphens or plus signs at the beginning of lines can be used in place of bullets. Also a series of dashes can be used in place of line rules, and uppercase letters can be used instead of bold-facing.
- When submitting paper copies of your resume use a high quality “speckle-free” paper in either white or a light, neutral shade that will scan and fax clearly and legibly. Fonts should be legible and friendly to optical scanners.

Important Considerations When Making Your Resume Publicly Available

When posting your resume on the Internet, do your homework. Think about whether you want the contents of your resume publicized. Once it is posted, it becomes a public document. You may want to consider acquiring a post office box and an alternate email account during your search to help ensure your privacy. Also be aware that when your resume is publicly available your current employer will be able to access it. You should consider the possibility of this happening and the consequences of having your supervisor discover that you are searching for a new job. Additional considerations follow:

- Check the privacy policy of the service where you are posting your resume. You may want to find out who can access your resume and how this access is acquired.
- Find out if you will be notified when an employer accesses your resume.
- Find out if you can update your resume once you have posted it. It is a good idea to use a service that will allow you unlimited updates at no charge.
- You should also find a service that will delete your resume after it has not been updated for three months. This ensures that an old resume will not be accessed once you find a job—and employers will not continue calling once your search is over.

Writing Cover Letters

A cover letter allows you to address the specific needs of the employer and the position for which you are applying. While many elements of your cover letter will remain constant, each one must be customized to address each particular situation. Your cover letter must demonstrate insight into two important areas: the employer you are addressing, and yourself — as your credentials relate to the needs of the position. This means you have to do some digging to learn some things about the industry, the company and the position. The most important thing you can communicate in a cover letter is that you understand what this position is really about—meaning you “get it.” This also requires that you understand things about yourself that are important to an employer.

When you write a cover letter, do not simply reiterate what is in your resume. Speak from specific knowledge of the employer and how you will meet their needs. This is where you can talk about how your particular skills and experience apply to what you understand to be their needs. You need to demonstrate an intuitive knack for understanding the mindset of the employer. You are anticipating their needs based on what you know. Again, this takes some knowledge of the field, so if you have little knowledge you need to do research, using the Internet, the library and informational interviewing

Assume that every candidate that responds has the basic requirements for this job. Try to put yourself in a better light by going beyond the basic qualifications. (Consequently, if you fall short on some of the qualifications, such as years of experience, do not let this prevent you from applying.) What can you do to stand out? Again, the knowledge you demonstrate about the objective of the employer’s work will go a long way in setting you apart. Employers take notice of candidates who are already up to speed on the intricate issues of the field.

Put your best attributes up front. Explain why you would be a good candidate for the job. Sell your qualities, but avoid the tendency to sound boastful. Be sensitive to the employer’s needs and address them directly. Keep in mind that screeners can spot a snow job in the first line. You must truly believe in what you are saying, or you will come off as someone who is only making big claims and unable to back them up. If you speak from direct knowledge, it is much easier to come across as authentic, and convey confidence.

Letter of Application

In this type of letter, you are responding to a published job opening. The job description will help guide some of your text. Make sure that you comment on specific qualifications that are listed in the advertisement.

Addressing the Letter

With published job openings, you will sometimes be instructed to mail your information to an office or position number. In this case, you should try to get the name of the individual who will do the hiring. This may require some phone calls or Internet searching. Frequently applicants will address their letter with “Dear Sir/Madam” or “To Whom it May Concern,” but this sounds less personal—more like the beginning of a form letter. If you can’t identify a specific person, a better approach is to address the letter with “Dear Hiring Manager”

The First Paragraph

Your first paragraph might differ depending on how you learned of the opening. You should state how you became aware of the vacancy—whether through an advertisement, word-of-mouth or other means. Here are some examples:

I am writing to express my interest in the Proofreader position that was listed on your website on Sunday, November 6, 2015. I will graduate from Mount Vernon Nazarene University in December with a Bachelor's degree in English and plan to enter the field of publishing.

I am very interested in the position of Customer Service Representative with Green-Grow. Mary J. Alumnus, a systems analyst with your company, recently informed me of two openings in this division.

If you have extensive employment experience, mention your experience instead of your degree in the first paragraph.

I want to express my interest in the Loan Officer position listed on the JP Morgan Chase website on Tuesday, April 8, 2015. I have several years of experience in banking, including substantial work with loans and mortgages.

The Second Paragraph

In this paragraph, you will emphasize a match between the skills that you possess and those required by the employer. Use the advertisement to guide your writing. For example, if an advertisement mentions specific courses in your major, then point out in the letter that you have had those courses. If an advertisement indicates that the successful candidate will possess excellent speaking skills, then make sure you cover class projects, presentations, or any other examples of your experience in public speaking. If you are under-qualified in any way for the advertised position, include a statement about related experience, or your proven ability to learn new information quickly. Remember that the advertisement is often a "wish list" of the employer—an ideal list of qualifications—and that you might not need all of the qualifications listed.

If you have a fair amount of academic background and career-related work experience, you may want to separate this middle paragraph into two paragraphs. Doing so allows you to focus on each subject individually. You can also highlight your skills and qualifications in a brief bulleted format.

The Third Paragraph

This is the paragraph in which you sum up your case, and tell the employer how to get in touch with you. Some examples follow.

I believe my experience and knowledge make me an excellent candidate for this position. Should you need additional information, you can reach me at (740) 555-1212 during the evening, or leave a message at (614) 555-4141 during the day. I am available for an interview at your convenience. Thank you for your consideration. I look forward to hearing from you.

The following example gives a much more proactive closing. This candidate states that he will make the contact once the employer has had time to review his resume.

I am excited about the possibility of working for GreenGrow. Should you need more information, you can reach me at (740) 555-8989 or at my e-mail address, smithj@ajkl.com. I will contact you in a few days to see if you need any additional information and to hopefully set up an appointment to meet. Thank you for considering me for this opportunity.

The second example shows initiative, interest, and will set you apart from the herd of applicants who are unwilling to take the extra step. What is even more important than indicating you will follow up is to *actually*

Megan Finley
202 Coshocton Road
Mount Vernon, Ohio 43050

April 15, 2015

Mr. Peter Kirkpatrick, Director of Personnel
Defense Finance and Accounting Service
2000 East Broad Street
Columbus, OH 43215

Dear Mr. Kirkpatrick:

I am writing to express my interest in the Budget Analyst position with DFAS, as listed on MVNU's job website. I will graduate from Mount Vernon Nazarene University in May 2016 with a Bachelors degree in Accounting.

In regard to the requirements for this position, I am experienced in many regulatory requirements, and have substantial training in theories and concepts of accounting systems. My experience includes working as a student accountant in the MVNU bookstore and a full-year internship with a corporate finance department.

I understand that DFAS is a massive operation, and I appreciate the importance of anticipating and meeting the needs of various departments and agencies in this type of organization. My experience has prepared me to provide timely and accurate financial reporting, and to track against targets to ensure budgetary compliance. I have also assisted my supervisor in developing monthly and quarterly financial forecasting processes.

My combination of field experience, detail-orientation, and analytical skills make me an ideal candidate for this position. Please see my enclosed resume for fuller details on my qualifications. Thank you for your time and consideration.

Sincerely,

Megan Finley

Megan Finley

Enclosure

Letter of inquiry

Allison Krauss
3496 Saigon Drive
Mansfield, OH 43230
(330) 487-2360

May 29, 2015

Mary Fleming
Alcohol and Drug Freedom Center of Knox County
447 E. Broad Street
Columbus, OH 43215

Dear Ms. Fleming:

I am writing to express my interest in furthering the mission of the Alcohol and Drug Freedom Center of Knox County. I recently read an article in The Mount Vernon News, indicating that you are seeking to establish a number of new treatment teams to assist local residents with drug and alcohol recovery. I am excited to hear about this development because I am extremely interested in working with this population, and anticipate that your need for social workers will grow.

I have a combination of formal education and extensive practical experience in Social Work that I believe will enable me to be a productive member of a treatment team. My studies at Mount Vernon Nazarene University provided me with a strong working knowledge of the social science field. My experience at Volunteer Express has given me the opportunity to teach life management skills to clients. Please see my enclosed resume for further details concerning my additional social work experience.

I would greatly appreciate the opportunity to discuss the growing work and any anticipated needs at the Alcohol and Drug Freedom Center of Knox County. I will be calling you next week to inquire further. If this is inconvenient for you, you can reach me by calling (330) 487-2360. Thank you for your consideration.

Sincerely,

Allison Krauss

Allison Krauss

Enclosure

follow up! Never state that you will make the contact unless you have every intention of doing so. If your resume is reviewed again—weeks after you failed to follow up—you have little chance of being interviewed since you dropped the ball.

Letter of Inquiry (or Referral)

The main difference between this letter and the letter of application is that you are inquiring about the *possibility* of available positions. Since you are not responding to an advertised vacancy, the first paragraph will not make reference to one as it did in the letter of application. The second paragraph will probably take on a slightly more general tone, since you will not be responding to a specific list of qualifications. In addition, you will need to be more assertive in your approach. This is most obvious in the last paragraph, in which you will set a time or date to call the employer to arrange a meeting.

Addressing the Letter

When addressing a letter of inquiry, you should *always* have a specific person's name. For one reason, you'll be calling that person at a later date and you have to know whom you are calling! It is easy to get the name and title of the person to whom you should send your resume and cover letter. Simply call the main number for the company or organization and ask for the name and title of the person who would hire for your department of interest. Be sure to get the correct spelling of the person's name.

The First Paragraph

Instead of mentioning an advertisement, explain briefly why you are interested in working for this company. Try to make a personal connection. You may have read an article in the paper, talked with someone in the field, or simply knew the company hires people with your qualifications. Here is an example:

I am writing to inquire about Claims Adjuster positions that may be open at Tredmont Insurance Company. A recent article listed your company as one of the top ten in customer satisfaction. I would like to work for a company that has this kind of public image. I am currently a student at Mount Vernon Nazarene University and will graduate in December 2015 with a Bachelor of Arts degree in English.

The Second Paragraph

This can be basically the same as the second paragraph in a letter of application. The difference is that you are not responding to the qualifications of a specific opening. Rather you are giving the reader a general overview of your background. Do your best to address ways in which you can meet the needs of the employer, rather than just highlighting your capabilities. A brief bulleted list of your qualifications could work as supporting material. This requires insight and creativity. Show how you are a problem-solver and speak to the needs of the employer. Since you are not responding to specific requirements for a position, tell the reader what you think she wants to hear, based on the nature of the position and philosophy of the company. This usually requires some research on your part.

The Third Paragraph

When writing a letter of inquiry, there is little chance that your recipient will respond to an unsolicited letter. Since you are initiating this contact without an invitation, the burden to follow up with a phone call is solely on you. So in this case, it's very important that you indicate when you will contact the reader. There is, however, always the chance that your letter has arrived at a time when the employer has reason to make first contact—such as a recent opening that you were not aware of. This is why you should leave the door open for the employer to call you. Here is an example:

I would appreciate the opportunity to discuss such positions with you. I will be calling during the week of April 9th to inquire further. If this is inconvenient, you can reach me by calling (740) 555-2345, or via e-mail, at myemail@emailaddress.com. Thank you for your consideration.

Other Issues to Consider

Writing Tips

The way you structure your sentences is important. One thing to keep in mind is how to demonstrate, through sentence structure, that you took action by using active voice, rather than passive voice.

Passive: During my senior year, a case study analysis of Ariel was presented.

Active: During my senior year, I presented a case study analysis of Ariel.

The second example shows clear command of the situation. It is unclear, in the first example, who presented the study. The second example leaves nothing to question.

Another common pitfall is beginning all of your paragraphs with "I." This becomes monotonous, puts too much focus on you, and shows a lack of writing ability. There is always a way to restructure one or more of the paragraphs in order to avoid this kind of redundancy. When you need assistance, seek guidance from the Writing Lab.

Salary History and Requirements

Employer job postings often request salary information from their job applicants. The problem with supplying such information is that you may be excluded from the process if your requirement comes in higher than another candidate. Your strategy should be to sell your qualities to the employer before salary comes into the picture. If the employer wants a quality individual, the best method will evaluate the candidates first. To steer the process in this direction, you should avoid providing specific salary information if at all possible. Indicate that your salary is "negotiable" or you can provide a broad range with which you are comfortable.

Unless you know you will not be considered without giving specific salary information, the best advice is to leave it out. You don't want to be disqualified just because you indicate a salary above the range they have set. It seems more likely that giving a salary range will cause you to be edged out by a lower bidder, than to be discounted for not providing specifics. Also keep in mind, a salary that is *too low* can communicate low expectations or lack of experience in the candidate.

Online and Emailed Letters of Application

When sending your application documents via email, it's recommended that your cover letter be sent as a Word file. Placing your text into the message window of the email will not give you as much control over the formatting, width settings and other aspects that affect the look of your letter. The email message, itself, should be brief but professionally written (and flawless). Indicate your intent and call attention to the attached documents. Double check to make sure you have attached the appropriate documents prior to sending.

When applying to a position via an online system you may be given the option to include your cover letter, either as an uploaded document or via a textbox. In the case of a textbox, you should paste your pre-written letter's text into the box. Prior to doing this, make sure you check for spelling and grammar errors. Review the paragraph breaks and overall look and flow of the text, once you paste it in to the window. This process often re-flows and alters your formatting so check it carefully before submitting.

Cover Letter Checklist

- Identify the position for which you are applying.
- Demonstrate your knowledge of and qualifications for the job, based on the description.
- Keep it brief. Anything over four paragraphs is too long. Never exceed one page.
- Spelling, punctuation and grammar must be perfect. Have someone check it (in addition to your computer).
- Be sure not to get letters and pre-addressed envelopes mismatched. Employers dislike getting letters written to someone else.
- Use the same paper stock as your resume for the cover letter and envelope.
- When mailing your application, don't forget to sign the cover letter. Sign with a blue or black pen. All email communication must be professional and error-free. Never use "texting" style when you write.
- Address it to a specific person (include the company and address) and verify that the spelling and title are accurate.
- Use a good, high quality printer with solid ink coverage. Don't send anything that looks fuzzy, smudged or crooked.

Sample Resumes

Phillip T. Dudden

8541 Dublin Road Columbus, Ohio 43573

614-899-5241

duddene@mail.mvnu.edu

Summary

Goal-driven Business/Finance student with demonstrated ability to achieve and exceed expectations. Excellent organizational, leadership and communication skills. Strong motivational leader and persuasive communicator with ability to focus on team goals.

Education

Mount Vernon Nazarene University

Business Administration Major / Finance Major / Accounting Minor

Pursuing Bachelor of Science; expected graduation in December 2014 (GPA: 3.25 / 4.0)

Course Highlights: Managerial Finance, Business Management, Bank Management, Series 6 Prep, Managerial Accounting, Principles of Marketing

Work Experience

Assistant Financial Representative

Northwestern Mutual Financial Network / Columbus, Ohio/ December 2012 to Present

- Worked extensively under two financial representatives supporting sales functions
- Planned and scheduled weekly itinerary for superiors
- Utilized time management and organizational skills to meet deadlines and oversee schedules

Intern

Merrill Lynch & Co., Inc. / Columbus, Ohio / May 2010 to August 2010

- Scheduled dinner seminars with a third-party affiliate as part of firm's marketing efforts
- Client recruiting activities, including cold-calling and networking
- Handled office administration tasks including phoning clients and filing paperwork

Mover

Two Men and a Truck / Westerville, Ohio / June 2010 to August 2010

- Summer (seasonal) employment
- Responsible for moving products and items with no damages
- Facilitated on-site billing options and customer payments

Tax Intern

VITA Service / Columbus, Ohio / January 2010 to April 2010

- Trained in the knowledge of current tax laws
- Prepared and evaluated returns for low income households
- Filed for necessary extensions
- Audited and re-filed any mistakes from previous preparation

Accomplishments

- Volunteer for annual food drive sponsored by Mount Vernon Nazarene University
- Mount Vernon Nazarene University Three-Year Basketball Starter, Co-Captain
- Student Athletic Advisory Committee (SAAC) member

Andrea M. Hart

648 Hillview Road, Pataskala, Ohio 43068
740-927-9839 / dextera@mail.mvnu.edu

OBJECTIVE

Integrated Language Arts Teacher for Grades 7-12

EDUCATION

Mount Vernon Nazarene University, Mount Vernon, OH
Bachelor of Arts in Secondary Education: May, 2006
G.P.A. 3.5/4.0 – Cum Laude

Columbus State Community College, Columbus, OH
Associate of Arts, March, 2001

TEACHING EXPERIENCE

Twin Oak Elementary School, Mount Vernon, OH

Teacher, English as a Second Language (grades 3-5), February 2006-Present

- Develop daily lesson plans following the prescribed course of study
- Create and implement learning centers in the classroom
- Supervise and collaborate with two instructional assistants in the classroom
- Oversee volunteer tutors and recruit students from other classrooms to help tutor
- Provide individualized instruction for nineteen students

East Knox Middle School, Howard, Ohio

Student Teacher, Language Arts, 8th Grade, August-December, 2005

- Developed daily lesson plans following the prescribed course of study
- Created and carried out two unit plans (Moby Dick and Death Be Not Proud)
- Organized, evaluated and documented scores for coursework
- Used cooperative learning strategies
- Provided students with individualized attention
- Enabled students to demonstrate learning through the use of multiple assessments
- Developed and maintained positive relationships with parents
- Supervised field trips on two occasions

Mount Vernon School, Mount Vernon, OH

Methods Experience, 12th Grade, Fall, 2004

Saint Vincent de Paul School, Mount Vernon, OH

Early Field Experience, 7th Grade, Fall, 2002

RELATED EXPERIENCE

Target Teach Assistant, 2001- 2005

Host Program Assistant, 2000-2001

Success for All Reading Tutor, 2000-2001

Kindergarten Instructional Assistant, 1996-2000

Sunday School Teacher, 1996

HONORS AND AWARDS

- Exemplary status on Praxis III—scored in the top 13% in the nation, July, 2005
- Who's Who Among Students in American Universities and Colleges 2005
- National Collegiate Education Award Winner 2005
- Member of Kappa Delta Pi—International Honor Society in Education
- Academic Scholarship, 2002-2005
- Leadership Award, 2002-2005

Kathy M. Barker

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

Career Objective

Seeking an opportunity to use my analytical, editing, and writing skills at a regional or national publication.

Summary of Qualifications

Demonstrated ability to research, edit, proofread, and write on diverse topics. Able to work with, and assist people from, diverse cultures and work as a team member. Excellent organizational, analytical, critiquing and communication skills; especially strong writing ability. Highly experienced with Microsoft Word, PowerPoint, and working knowledge of Excel.

Education

Mount Vernon Nazarene University, Mount Vernon, Ohio

- English Language and Literature Major / Professional Writing Minor.
 - Pursuing Bachelor of Arts, with expected graduation in May 2006. GPA: 3.81/3.927
 - Relevant Course Work: Creative Writing, Critical Writing, Public Relations Writing, Professional Writing
-

Work Experience

Writing Specialist / *Mount Vernon Nazarene University / Mount Vernon, Ohio / Nov. 2003 to Present*

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

Research Assistant / *Local Historian and Writer / Duncan Falls, Ohio / Summer 2000 and Summer 2001*

- Navigated historical facilities, organized and compiled data, proofread and revised drafts.
-

Activities and Achievements

Secretary / *MVNU International English Honors Society / Columbus, Ohio / Fall 2005 to Spring 2006*

- Took notes at each meeting, e-mailed the minutes to all student members and English faculty.
- Assisted with the planning of events, edited campus publications,
- Participated in financial meetings.

Office Assistant / *Licking Health Care Center / Newark, Ohio / Sept. 2002 to Nov. 2002*

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

Awards

Achieved Dean's List, seven consecutive semesters

Nominated for Mount Vernon Nazarene's annual Child's Writing Award, two essays, Spring 2005

Mount Vernon Nazarene University Honors Program, 2002-present

Published in Mount Vernon Nazarene campus publication, both fiction and nonfiction, Spring 2006

Jean R. Scott

455 Stedman Dr. / New Albany, OH 43930 / scottj@mail.mvnu.edu / 740-865-8947

Objective:

Recent MBA graduate with human services experience seeks management position in a health-care organization.

Professional Profile

- Leadership abilities to organize and promote activities.
 - Strong client relations skills and keen ability to resolve issues.
 - Hands-on marketing and recruiting experience.
 - Excels in supporting and directing others.
 - Solid time management, organizational, record keeping.
 - Ability to deal with changing duties and priorities and multitasks well.
 - Team player who is results-oriented, and self-driven.
 - Technical skills: Adobe InDesign, Microsoft Word, Excel, PowerPoint, Outlook, WordPerfect
-

Education

Master of Business Administration, Mount Vernon Nazarene University
Bachelor of Arts in Psychology, Ohio University

Graduation: May 2005 / GPA: 3.9

Graduation: May 2003 / Deans List

Experience

Managerial Experience

Recruiting and Enrollment Management

Assisted recruiting team at an Ohio private academy with enrollment drive, teacher recruitment, and marketing plan via research and direct presentation.

Financial Management

As volunteer treasurer of Alpha Lambda Fraternity, organized fundraising team. Kept financial records for the organization.

Legal Assisting Experience

Charged with creating legal documents for Ohio's Juvenile, Domestic, and Supreme courts. Organized files, provided office administration, and coordinated appointments. Conferred with clients regarding confidential matters.

Human Services Work Experience

Case Manager

Managed up to 25 adult clients in a fast-paced environment which required teamwork and the ability to multitask. Advocated for clients with various professionals involving financial assistance, employment, housing, crisis intervention, and family consultation. Created and approved treatment plans and financial budgets for the clients.

Psychology Assistant

Researched mental disorders and created detailed psychological reports for Social Security Disability determination.

Home Health Aid/In-Home Care Specialist

For a traumatic brain injury patient, ensured that physical therapy was received each day; managed patient's socialization and daily activities.

Employment History

Legal Assistant / Armstrong, Phipps, CO, LPA / Columbus, OH / Oct. 2004-present
MBA Internship / Education Quest Academy / Johnstown, OH / Feb. 2005-May 2005
Psychology Assistant / Marcia Burgess, Ph.D. / Westerville, OH / June 2003-March 2004
Home Health Aide / Tom Maloney, patient / Columbus, OH / July 2002-March 2003
Manager / North Central Mental Health / Columbus, OH / July 1999-June 2002
Volunteer Treasurer / Alpha Lambda Fraternity / Athens, OH / Sept. 1997-June 1998

Sample Cover Letters

Sample letter of inquiry

Kacie Miller
856 Trotts Rd.
Mt. Vernon, OH 43230
(740) 539-2360

July 29, 2006

Mary Fleming, Chief Editor
Knox County Journal
447 E. Broad Street
Mount Vernon OH 43215

Dear Ms. Fleming:

I am writing to inquire about job opportunities in the editorial department of the Knox County Journal. I will be graduating in May 2006 with a BA in English and have focused on a career in reporting, based on my previous work experience and information gathered from professionals in the field. I understand the Franklin County Journal has experienced steady growth in circulation and sales in the past 18 months, which has increased the workload of your reporters.

As detailed on my resume, I have been actively involved in writing for various publications both on and off campus. Most recently, I worked as an intern with Columbus Weekender, covering local events. These roles have given me professional and practical experience in the field of journalism that will enable me to make an immediate contribution as part of your staff.

I would appreciate an opportunity to meet with you and discuss my qualifications as they relate to your department's needs. I will call you in a few days to see if we can arrange a meeting. Thank you for your consideration.

Sincerely,

Kacie Miller

Kacie Miller
Enclosure

Sample letter of application

Dennis Fatula
134 Aberdeen Lane
Columbus OH 43219
(614) 258-9814
fatulad@mail.mvnu.edu

April 10, 2006

Mr. Doug Lansing
Creative Director
Communication by Design
Riffe Center, Suite 2150
41 South High Street
Columbus OH 43215

Dear Mr. Lansing:

I am writing to express my interest in the Graphic Designer position advertised in The Columbus Dispatch on Sunday, April 8, 2006. I will graduate from Mount Vernon Nazarene University in May with a Bachelor degree in Graphic Design.

My experience includes a work study position with Mount Vernon Nazarene University, in which I assisted our public information functions. My duties included general layout and correcting images in Photoshop. I also had significant exposure to web design, and was able to consult on several projects. I have noted, in recent articles, the focus on the creative quality at your agency as being a key to your success, and feel confident that my retail experience would work well with your client-centered philosophy. Please see my enclosed resume for a more complete view of my background.

I am very interested in meeting with you to discuss this opportunity. I will contact you early next week, or you may reach me at (614) 258-9814. Thank you for your consideration.

Sincerely,

Dennis Fatula

Dennis Fatula
Enclosure