

RESUME CHECKLIST

Construction

What to Include

Although the exact format of your resume is flexible, there are certain expectations of a professional resume. At minimum, you should include:

- Contact information: Full name, address (local or permanent), phone number, and email address.
- Education: College, Location, Degree, Major, Date of Graduation (month, year), GPA.
- Relevant experience: Work, Internships, and Leadership Roles.

Some optional categories:

- Objective
- Other Work Experience
- Volunteer or Extra-Curricular Activities
- Skills (Technical, Language, or Certifications)
- Honors

Formatting

There are some general rules to follow when formatting your resume that will make your document attractive, easy to read, and professional. These are:

- Limit your resume to one page. Don't use full sentences or narrative. Resume information should be presented in phrases.
- Font should be 10-12 point and easy to read (Times New Roman, Calibri, Arial, etc).
- Margins should be between .5" and 1".
- Avoid large empty spaces. White spaces draw the reader's eye away from the content.
- Content should be presented in reverse chronological order (most recent or current at the top) and in past tense (even if you are still doing it).
- Avoid resume templates. They can be dull and show a lack of creativity.
- Convert your resume to a PDF before distributing it to potential employers. This will ensure that it can be read and printed and that your formatting will not be affected by different software versions.

Content

Objective

The focus of the objective is what you can do for the employer, not what you want the employer to do for you.

- Constructing an objective is one of the most difficult tasks in writing a resume, especially if your career goals are still undefined. Think of the objective as the thesis of your paper. It tells:
 - a. What you want to do and where you want to work (e.g. internship within the labor mediation division of a large corporate legal firm).
 - b. What you want to do using what specific skills (e.g. internship within the field of law; or position writing grants and proposals related to environmental protection of public land rights).
- Avoid phrases like "leading to advancement or upward mobility" or "position with good benefits."
- Use brief and concise language to convey your objective. Extended explanations are not necessary. The career objective statement is usually one line, no more than two.

Education

Your academic experiences should be listed in reverse chronological order. If you attended school abroad, or took part in an educational program outside of Whitman College, you may include those experiences here as well. Here are some items that may or may not appear in the Education section:

- GPA: List your overall GPA or major GPA, whichever is better.
- High School: High school information is generally not included except by underclassmen whose relevant skills have been demonstrated primarily at the high school level. High school experiences become less relevant to an employer considering college graduates for full-time employment. Graduating seniors should not include high school information.

- **Related Courses:** You may want to include classes that are relevant to the position desired, especially if they are outside your major field of study. Do not include basic courses in your major; particularly related advanced courses may be listed. List the course name, not the number.

☐ Experience Section(s)

The experience sections of your resume are the most important. It is through these sections that a prospective employer or graduate program can learn the most about your skills and your potential.

- The Relevant Experience section includes information that is directly related to the job, program, company, or industry to which you are applying.
- Each experience must include certain information: Job Title, Employer, Location (city, state), and Dates of Employment (month, year).
- Each experience or job should be accompanied by 2-5 bullet points outlining what you did for that position. Focus less on tasks, but instead on actions and accomplishments. A good way to approach this part of your resume is to have each different bullet reflect a skill or skill set.
- It is important to remember not to state the skill you have gained, but instead demonstrate that skill through your described actions at the job.
- Data can be used as strong evidence for your success in a previous position. Include this data in your bullet points, using language such as, "increased participation by 20%," or "supervised 10 student employees."
- Other Work Experiences can be included on your resume. Think about these volunteer or paid positions in terms of transferable skills that might be valuable to a future employer or that set you apart from other candidates.

Some final resume tips:

- Create a master resume document with all of your educational information, work experiences, leadership roles, or any other information about your professional abilities. When you find a position that you think may be a good match for you, select the material from your master resume that will demonstrate this good match and format that specific information into a one-page document. This way, you only have to update one document, and you prevent many mistakes, such as sending a resume with an objective that mentions the wrong company.
- Proofread! Spelling or grammatical mistakes are a red flag to potential employers. Have friends or family members review your resume, or bring it to the Student Engagement Center for a formal review by a career counselor.

Job Outlook: The Candidate Skills/Qualities Employers Want

Spotlight for Career Services Professionals

Spotlight for Recruiting Professionals

October 2, 2013

When it comes to the importance of candidate skills/qualities, employers are looking for team players who can solve problems, organize their work, and communicate effectively, according to respondents to NACE's *Job Outlook 2014* survey.

Survey participants rated "ability to work in a team structure," "ability to make decisions and solve problems," "ability to plan, organize, and prioritize work," and "ability to verbally communicate with persons inside and outside the organization" as the most important candidate skills/qualities. These are followed by candidates' "ability to obtain and process information" and "ability to analyze quantitative data."

The least important candidate skills/qualities on the list are the "ability to create and/or edit written reports" and the "ability to sell or influence others."

Figure 1: Employers rate the importance of candidate skills/qualities.

Skill/Quality	Weighted average rating*
Ability to work in a team structure	4.55
Ability to make decisions and solve problems	4.50
Ability to plan, organize, and prioritize work	4.48
Ability to verbally communicate with persons inside and outside the organization	4.48
Ability to obtain and process information	4.37
Ability to analyze quantitative data	4.25
Technical knowledge related to the job	4.01
Proficiency with computer software programs	3.94
Ability to create and/or edit written reports	3.62
Ability to sell or influence others	3.54

*5-point scale, where 1=Not at all important; 2=Not very important; 3=Somewhat important; 4=Very important; and 5=Extremely important

Source: *Job Outlook 2014*, National Association of Colleges and Employers

NACE collected data for the *Job Outlook 2014* survey from its college recruiting professional members from August 5 through September 13, 2013. A total of 208 surveys were returned for a response rate of 19.8 percent. NACE will release the *Job Outlook 2014* report in the fall.

- See more at: <http://www.nacweb.org/s10022013/job-outlook-skills-quality.aspx#sthash.xFOpPI2R.dpuf>

Action Words

Leadership Skills

Administered
Analyzed
Appointed
Approved
Assigned
Attained
Authorized
Chaired
Considered
Consolidated
Contracted
Controlled
Converted
Coordinated
Decided
Delegated
Developed
Directed
Eliminated
Emphasized
Enforced
Enhanced
Established
Evaluated
Executed
Implemented
Improved
Incorporated
Increased
Initiated
Inspected
Instituted
Led
Managed
Merged
Motivated
Navigated
Organized
Originated
Overhauled
Oversaw
Planned
Presided
Prioritized
Produced
Recommended
Reorganized
Replaced

Restored
Reviewed
Scheduled
Secured
Selected
Streamlined
Strengthened
Supervised
Terminated

Communication Skills

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

Lectured
Listened
Marketed
Mediated
Moderated
Negotiated
Observed
Outlined
Persuaded
Presented
Promoted

Research Skills

Analyzed
Clarified
Collected
Compared
Conducted
Critiqued
Detected
Determined
Diagnosed
Evaluated
Examined
Experimented
Explored
Extracted
Formulated
Gathered
Inspected
Interviewed
Invented
Investigated
Located
Measured
Organized
Researched
Reviewed
Searched
Solved
Summarized
Surveyed
Systematized
Tested

Financial Skills

Administered
Adjusted
Allocated

Analyzed
Appraised
Assessed
Audited
Balanced
Budgeted
Calculated
Computed
Conserved
Corrected
Determined
Developed
Estimated
Forecasted
Managed
Marketed
Measured
Netted
Planned
Prepared
Programmed
Projected
Purchased
Qualified
Reconciled
Reduced
Researched
Retrieved

Technical Skills

Adapted
Applied
Assembled
Built
Calculated
Computed
Conserved
Constructed
Converted
Debugged
Designed
Determined
Developed
Engineered
Fabricated
Fortified
Installed
Maintained
Operated

Action Words

Overhauled
Printed
Programmed
Rectified
Regulated
Remodeled
Repaired
Replaced
Restored
Solved
Specialized
Standardized
Studied
Upgraded
Utilized

Organizational Skills

Approved
Arranged
Catalogued
Categorized
Charted
Classified
Coded
Collected
Compiled
Corrected
Corresponded
Distributed
Executed
Filed
Generated
Incorporated
Inspected
Logged
Maintained
Monitored
Obtained
Operated
Ordered
Organized
Prepared
Processed
Provided
Purchased
Recorded
Registered
Reserved
Responded

Retrieved
Reviewed
Routed
Scheduled
Screened
Submitted
Supplied
Standardized
Systematized
Tabulated
Updated
Validated
Verified

Helping Skills

Adapted
Advocated
Answered
Arranged
Assessed
Clarified
Coached
Collaborated
Contributed
Cooperated
Counseled
Demonstrated
Diagnosed
Educated
Encouraged
Ensured
Expedited
Facilitated
Familiarized
Furthered
Guided
Insured
Intervened
Motivated
Prevented
Provided
Referred
Rehabilitated
Represented
Resolved

Creative Skills

Acted
Conceptualized
Created

Customized
Designed
Developed
Directed
Established
Fashioned
Founded
Illustrated
Initiated
Initiated
Instituted
Integrated
Introduced
Invented
Originated
Performed
Planned
Revitalized
Shaped

Accomplishments

Achieved
Expanded
Improved
Pioneered
Reduced
Resolved
Restored
Spearheaded
Transformed

Skills by Category

Verbal Communication

- Perform and entertain before groups
- Speak well in public appearances
- Confront and express opinions without offending
- Interview people to obtain information
- Handle complaints in person and over the phone
- Present ideas effectively in speeches or lecture
- Persuade/influence others to a certain point of view
- Sell ideas, products or services
- Debate ideas with others
- Participate in group discussions and teams

Nonverbal Communication

- Listen carefully and attentively
- Convey a positive self image
- Use body language that makes others comfortable
- Develop rapport easily with groups of people
- Establish culture to support learning
- Express feelings through body language
- Promote concepts through a variety of media
- Believe in self worth
- Respond to non-verbal cues
- Model behavior or concepts for others

Written Communication

- Write technical language, reports, manuals
- Write poetry, fiction plays
- Write grant proposals
- Prepare and write logically written reports
- Write copy for sales and advertising
- Edit and proofread written material
- Prepare revisions of written material
- Utilize all forms of technology for writing
- Write case studies and treatment plans
- Demonstrate expertise in grammar and style

Train/Consult

- Teach, advise, coach, empower
- Conduct needs assessments
- Use a variety of media for presentation
- Develop educational curriculum and materials
- Create and administer evaluation plan
- Facilitate a group
- Explain difficult ideas, complex topics
- Assess learning styles and respond accordingly
- Consult and recommend solutions
- Write well organized and documented reports

Analyze

- Study data or behavior for meaning and solutions
- Analyze quantitative, physical and/or scientific data
- Write analysis of study and research
- Compare and evaluate information
- Systematize information and results
- Apply curiosity
- Investigate clues
- Formulate insightful and relevant questions
- Use technology for statistical analysis

Research

- Identify appropriate information sources
- Search written, oral and technological information
- Interview primary sources
- Hypothesize and test for results
- Compile numerical and statistical data
- Classify and sort information into categories
- Gather information from a number of sources
- Patiently search for hard-to-find information
- Utilize electronic search methods

Plan and Organize

- Identify and organize tasks or information
- Coordinate people, activities and details
- Develop a plan and set objectives
- Set up and keep time schedules
- Anticipate problems and respond with solutions
- Develop realistic goals and action to attain them
- Arrange correct sequence of information and actions
- Create guidelines for implementing an action
- Create efficient systems
- Follow through, ensure completion of a task

Counsel and Serve

- Counsel, advise, consult, guide others
- Care for and serve people; rehabilitate, heal
- Demonstrate empathy, sensitivity and patience
- Help people make their own decisions
- Help others improve health and welfare
- Listen empathically and with objectivity
- Coach, guide, encourage individuals to achieve goals
- Mediate peace between conflicting parties
- Knowledge of self-help theories and programs
- Facilitate self-awareness in others

Interpersonal Relations

- Convey a sense of humor
- Anticipate people's needs and reactions
- Express feelings appropriately
- Process human interactions, understand others
- Encourage, empower, advocate for people
- Create positive, hospitable environment
- Adjust plans for the unexpected
- Facilitate conflict management
- Communicate well with diverse groups
- Listen carefully to communication

Leadership

- Envision the future and lead change
- Establish and enforce policy
- Set goals and determine courses of action
- Motivate/inspire others to achieve common goals
- Create innovative solutions to complex problems
- Communicate well with all levels of the organization
- Develop and mentor talent
- Negotiate terms and conditions
- Take risks, make hard decisions, be decisive
- Encourage the use of technology at all levels

Management

- Manage personnel, projects and time
- Foster a sense of ownership
- Delegate responsibility and review performance
- Increase productivity and efficiency to achieve goals
- Develop and facilitate working groups
- Provide training for development of staff
- Adjust plans/procedures for the unexpected
- Facilitate conflict management
- Communicate well with diverse groups
- Utilize technology to facilitate management

Financial

- Calculate, perform mathematical computations
- Work with precision with numerical data
- Keep accurate and complete financial records
- Perform accounting functions and procedures
- Compile data and apply statistical analysis
- Create computer generated charts for presentation
- Use computer software for records and analysis
- Forecast, estimate expenses and income
- Appraise and analyze costs
- Create and justify organization's budget to others

Administrative

- Communicate well with key people in organization
- Identify and purchase necessary resource materials
- Utilize computer software and equipment
- Organize, improve, adapt office systems
- Track progress of projects and troubleshoot
- Achieve goals within budget and time schedule
- Assign tasks and sets standards for support staff
- Hire and supervise temporary personnel as needed
- Demonstrate flexibility during crisis
- Oversee communication, email and telephones

Create and Innovate

- Visualize concepts and results
- Intuit strategies and solutions
- Execute color, shape and form
- Brainstorm and make use of group synergy
- Communicate with metaphors
- Invent products through experimentation
- Express ideas through art form
- Remember faces, accurate spatial memory
- Create images through, sketches, sculpture, etc.
- Utilize computer software for artistic creations

Construct and Operate

- Assemble and install technical equipment
- Build a structure, follow proper sequence
- Understand blueprints and architectural specs
- Repair machines
- Analyze and correct plumbing or electrical problems
- Use tools and machines
- Master athletic skills
- Landscape and farm
- Drive and operate vehicles
- Use scientific or medical equipment