



Office of Transfer, Career, and Internship Services

802-387-6823

transferservices@landmark.edu



Career Guide:
Building a Résumé

Table of Contents

• <u>What is a résumé?</u>	Page 3
• <u>Anatomy of a résumé</u>	Page 4
• <u>How do I get started?</u>	Page 5
• <u>Start with Everything! The Master Résumé</u>	Page 6
• <u>Measuring Experiences</u>	Page 7
• <u>Creating Effective Content</u>	Page 8
• <u>Action Verbs by Functional Skill Category</u>	Page 9
• <u>Internship or Beginning Résumé Example</u>	Page 10
• <u>Landmark Résumé Example</u>	Page 11
• <u>Targeted Résumé Example</u>	Page 12
• <u>Résumé Do's & Don'ts</u>	Page 13
• <u>Checklist before Submission</u>	Page 14
• <u>Resources</u>	Page 14

What is a résumé?

A résumé is a document that summarizes your education, experiences, and competencies. It is designed to introduce you to an employer and highlight your qualifications for a specific job or type of work.

A strong résumé is targeted for a specific opportunity and focuses on the candidate's key credentials, skills, interests, and accomplishments.

Résumés need to be presented in an easy to read format without error or typos.

Guiding principles to get started?

A résumé is a “living document”. As you gain meaningful educational and work experiences, your résumé will evolve, and change. Listed below are several important considerations to reflect upon throughout the résumé building process.

- Résumés are not about detailing the past, résumés are about promoting the future
- A résumé is a marketing tool and you are the product
- There is no one “right” way to construct a résumé
- Knowing yourself, exploring possibilities, focusing on the journey, and making action plans are each vital parts of the résumé building process
- Developing, updating, and targeting a résumé is a skill that improves with feedback and time

Find a résumé mentor or team

The résumé belongs only to the person submitting the résumé. It is the responsibility of the owner to maintain the integrity of the document. However, who you ask for support can have a dramatic impact on what you decide to do with your résumé, and the results you get, during and after Landmark College.

- Who do you talk to about career goals?
- Do you have an area of concentration?
- What role does your academic advisor play in future planning?
- Are you engaged with “Coaching” services?
- Is applying for an internship part of your degree requirement or goals?

The Office of Transfer, Career & Internship Services (TCI) engages a career development and résumé building process that seeks to take advantage of everything that Landmark College has to offer. Each student is unique and presents with different academic skill sets, anxieties and emotions, levels of motivation, and measures of organization, Transfer & Career Services maintains a universal approach to résumé and career development. Department staff can serve as a mentor or part of a student directed team.

Student goals and working with Transfer & Career Services

At the Transfer, Career & Internship Services, we encourage students to cultivate the skills required to continuously update and adapt their résumé. Whether transferring to another college or seeking meaningful employment and internship experience, TCI endorses “the two-semester rule” for sustained student development, and awareness toward goals. Résumés are an important tool and the TCI team can provide the resources and guidance for documenting the experiences that run parallel to academic achievement and readiness.

Anatomy of a résumé

Résumés contain standard information in an easy to read format. Employers need to spot qualifications quickly and applicants need to utilize content headings that showcase their individual skills and accomplishments.

Identifying information includes name, address, phone number, and *professional* email address

Max Stockwell

17 Railroad Court • Grafton, New Hampshire • 603-555-1212 • mstockwell@gmail.com

Education

Landmark College

Putney, Vermont

Associate of Arts, Liberal Studies

Expected Graduation Spring 2016

Education – List degree and major, institution with city & state, plus the year of expected graduation. As a college student, high school is generally omitted.

Summary of Qualifications

A **Summary** or **Profile** can be used to add definition to a beginning résumé or highlight skills within a targeted résumé.

- Self-motivated and highly industrious Customer Care professional
- Trained in Red Cross First Aid & CPR/AED
- Extremely reliable with solid interpersonal and communication skills
- Active student body member, working effectively with fellow students, faculty and leadership

Experience

Experience - A role does not have to be paid to count as experience. Jobs, internships, volunteer positions, or student leadership positions can be listed under this heading.

The Gap

Lebanon, NH

Sales Associate

May 2014 – February 2015

- Received training to provide customer service and promote company products and brand management for major international clothing manufacturer
- Designed and maintained product display and placement
- Served as a sales associate processing purchases, stocking and reordering

Activities

Activities of achievement and leadership from high school can be listed in this section.

- Student Government Association, Landmark College, Spring 2015
- Empty Bowls Dinner, Volunteer, Spring 2015
- Plymouth High School Varsity Cross Country, 2010 – 2013, Captain 2013

Skills

- Proficient in Microsoft Office Suite

Other Categories such as Objective, Volunteer Service, Awards, Relevant Course Work will vary with student goals.

How do I get started?

Asking for support and engaging in a dialog about career goals are the perfect context for utilizing résumé development as a framework for your entire experience as a college student - generating information about yourself and devising systems to keep track of that information is essential.

Now is the time

Starting to cultivate a résumé early on in your college years with little work experience may seem like a dubious task. “How can I create a résumé if I have never had a job?!” If you find yourself trying to address these “cart before the horse”, “chicken or the egg” type scenarios, consider yourself fortunate – establishing a resume despite lack of experience is the perfect place to start the process and Landmark is a great place to build skills and competencies.

The Résumé Makeover

Many students come to Landmark College with work experience. Very often students have compiled résumés as part of academic work or during the employment application process. Adhering to best practices and understanding the résumé as a “living document” is the next step toward aligning résumé development with student experiences on campus and career goals.

Résumé Design

When formatting a résumé key information needs to be easy to find. Effective layout design blends content and white space to improve readability. When designing a résumé, working off a single spaced Word document is recommended. The use of templates can create formatting challenges. Sample résumés and templates can be used to inform the creative process. However, finding a format that works requires an awareness to the job posting and the identification of structural components that present student content effectively. Templates can hinder this process.

Page Layout

Margins: Keep margins between 1” to .7” all the way around

Fonts: Choose fonts sizes between 10 and 12 and use classic and easy to read options
Examples: Arial, Calibri, Georgia, Time New Roman

Types of Formats

Reverse Chronological: Within each section, the most recent information is listed first. This is the most common format to use and the easiest to adapt.

Skills/Functional: This format groups experiences into relevant skills that relate to the type of position you are applying for. Sometimes it is more important to highlight competencies versus list work history.

Combination: A hybrid version that combines elements of both formats.

Tips for Choosing a Format

Start by deciding what sections you want to include on your résumé (Education & Experience are essential while the job qualifications advertised inform additional sections). Review sample résumés, reference your Master Resume (see below), utilize headings that showcase your qualifications.

Start with Everything! - The Master Résumé

Résumés present details. Employment opportunities require specific skills. By creating a master document, students can readily see what they have to offer, how to present their history, and remember important details. Master résumés are customizable sources of information.

- Work Experience
- Leadership positions
- Travel/Study Abroad
- Relevant Course Work
- Volunteer Hours
- Certifications
- References
- Colleges Attended
- Clubs
- Trainings
- Supervisors
- Skills
- Sports Teams
- Awards
- Accomplishments
- Character traits

Internship (or beginning) Résumé

The goal of your internship résumé is to help you obtain practical experience to compliment your academic experience in a particular career field of interest. An internship résumé helps the employer place your current level of knowledge and skill development in your college educational process. The focus for an internship résumé is not on knowledge and discipline specific skills, but on the academic background and transferable skills you will be able to apply in an internship setting. Transferable skills like interpersonal communication, teamwork, initiative, and self-directed leadership are gained through campus involvement and employment during the school year and college breaks.

The Landmark Résumé

Transfer, Career & Internship Services acknowledges the commitment that Bachelor of Art & Science students are making to the overall Landmark College model of academic skill building *and* career development. BA students are encouraged to engage career development through a four year model that utilizes exploration, skill building and mentorship, identification of goals and launch. Department staff guide students toward campus experiences that cultivate transferrable skills, connect students to a variety of Vermont-based internship resources through the Six Colleges network, utilize industry standard search tools and help students navigate resources specifically for students who learn differently. “The Landmark Resume” is an important representation of the personal growth available at Landmark.

Employment (or targeted) Résumé

The quest for employment is a high stakes endeavor. Generic boxed up descriptions of who you are and what you have done don’t get the attention of business owners or organizational leaders.

Deconstructing the job posting is essential...

- Matching personal skills to job qualifications
- Studying key words and phrases from the job post

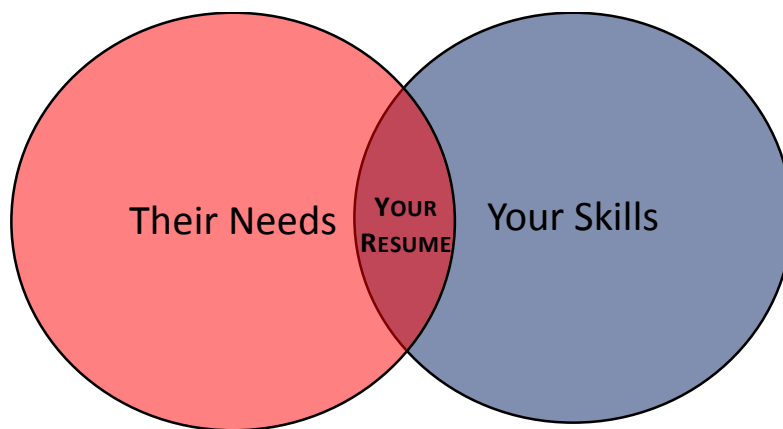
Effective résumés reflect the language, skills, and qualifications the employer is seeking in the job description. Targeted résumés require a blend of analysis, self-reflection, and marketing flair.

- Know your audience
- Focus on accomplishments
- Advertise your strengths
- Write concise, clear, articulate, to the point statements

In the for-profit world, résumés are reviewed to determine one very large, somewhat hidden, point of emphasis – can this person make us money? For non-profit and government jobs, the hidden agenda for résumé takes on a different emphasis – how will hiring this person help us meet our mission and goals?

Measuring experiences

Résumés tell a story about the applicant. Easy to recognize content is structured through the use of bulleted items, action verbs, and results-orientated statements.



Think of the following four components as you begin to write bulleted statements

1. Skill: what action you took – action verb (for example “designed”)
2. Task: ways in which you applied skills – using descriptors, adjectives and nouns (“database”)
3. Tools: how you performed the task – attitude conveyed, technology, process used (“MS Access”)
4. Result: what outcome you achieved – quantified if possible (“doubled speed of data retrieval”)

Complete Statement: Designed client database using MS Access, doubled speed of data retrieval

Creating Effective Content

Everyday students utilize skills to manage their classwork, participate in on campus activities and perform on campus work-study jobs. It takes practice to turn these daily events into marketable competencies.

Below are a variety of examples on how to describe skills...

Example: Research Assistant, Landmark College Institute for Research & Training

Poor: Duties included research

Better: Conducted research on video game technology

Consider: *What was the purpose of the research?
What methods did we use to collect information?
How did we analyze the information?
What did you do with the data you collected?*

BEST Collected quantitative data on the application of video game technology to address symptoms of ADD on student populations as part of a National Science Foundation grant

Example: Putney Co-op Social Media Internship

Poor: Responsible for social media posts

Better: Provided social media for community owned food cooperative

Consider: *What kind of social media?*
What was the purpose?
What was the impact or results?

BEST Increased Facebook presence for local community owned food cooperative by 50% and tripled sales of Thanksgiving turkeys from previous year

Example: Summer Camp Counselor Position

Poor: Worked with children in a camp setting

Better: Organized and initiated group activities for elementary aged students

What were your duties?
What did they result in?
How did they fit into working with students?

BEST Initiated and organized group craft activities for elementary aged students to enhance peer interaction and develop motor skills

Example: Resident Assistant, Landmark College

Poor: Responsible for planning programs and events

Better: Designed programs and events for 50 students

What kinds of programs?
What was the purpose?
What was the impact/outcome?

BEST Designed alcohol awareness programs and events for 50 first-year students resulting in the lowest instance of alcohol-related incidents among all halls

Phrases to avoid:

Responsible for...Assisted with...Helped with...Duties include

Why? Each of these common sentence openers are usually followed by a laundry list of duties performed – often you will find the verb you need directly following one of these phrases. Use the “Action Verbs by Functional Skill Category” list on page 9.

Action Verbs by Functional Skills Category

<u>Management Skills</u> administered analyzed assigned attained chaired contracted consolidated coordinated delegated directed evaluated executed improved increased organized oversaw planned prioritized produced recommended reviewed scheduled strengthened supervised <u>Creative Skills</u> conceptualized created designed developed directed established fashioned founded illustrated instituted integrated introduced invented originated performed planned revitalized shaped	<u>Communication Skills</u> addressed arbitrated arranged authored corresponded developed directed drafted edited enlisted formulated influenced interpreted lectured mediated moderated motivated negotiated moderated motivated negotiated persuaded promoted publicized reconciled recruited spoke translated wrote <u>Research Skills</u> clarified collected critiqued diagnosed evaluated examined identified interpreted interviewed investigated reviewed summarized surveyed systematized	<u>Technical Skills</u> assembled built calculated computed designed engineered fabricated maintained operated programmed remodeled repaired solved trained upgraded <u>Helping Skills</u> assessed assisted coached counseled demonstrated diagnosed educated facilitated guided referred represented <u>Clerical/Detail Skills</u> approved arranged catalogued classified compiled executed generated implemented inspected organized prepared processed purchased recorded specified	<u>Teaching Skills</u> adapted advised clarified coached communicated coordinated developed enabled encouraged evaluated explained facilitated guided informed initiated instructed persuaded stimulated <u>Financial Skills</u> administered allocated analyzed appraised audited balanced budgeted calculated computed developed forecast managed marketed planned projected researched Source: <i>The Damn Good Résumé Guide</i> , Yana Parker
--	--	--	--

Joseph Smith

678 Western Avenue • Fairfield, Connecticut • 802-555-1212 • joein@gmail.com

Objective

To obtain an art and culture based internship that enhances studio art practices and career-development acumen

Utilizing a descriptive objective heading for an internship can help connect the applicant to the employer.

Education

Landmark College

Bachelor of Arts in Studio Art

- Spring 2015 Student Art Exhibitor
- Relevant Course Work : Web-design & Development

Expected Graduation: May 2016

Marketing Experience

Student Activities Marketing Assistant

Fall 2014 - Spring 2015

Office of Student Activities, Landmark College

- Design and post internet, electronic and paper marketing for campus events
- Develop Student Activities marketing plan with director and program assistants
- Upload events weekly to Facebook and track daily student interest and questions
- Update Landmark College website through Expression Engine website software tools

Teaching Experience

Break up your experience into categories that reflect specific skills for emphasis.

Pleasant Valley Arts Camp

Fairfield, CT

Arts & Crafts Counselor

- Initiated and organized group craft activities for elementary aged students to enhance peer interaction and develop motor skills

Volunteer Experience

Empty Bowls Dinner

September 2014

Putney, VT

- Collaborated with Brattleboro Area Drop-in Center and Landmark Studio Arts department to craft ceramic bowls and soup for local non-profit

Technical Skills & Certifications

- Red Cross CPR/AED & 1st Aid for the Professional Rescuer, 2015
- MS Office Programs
- Social Media platforms (Facebook, Twitter)
- Adobe Creative Suite

Finnegan I. Sharkwell

312-555-2387 • fsharkwell@landmark.edu

It is appropriate for college students to list home and school addresses.

Current Address

19 River Road
Putney, VT 05346

After May 20th

1803 Maple Avenue
Atlanta, GA 30301

Education

Associate of Arts in Liberal Studies

Spring 2015

Landmark College, Putney, VT

- Business Studies Concentration
- Phi Theta Kappa, International Honor Society
- Cumulative GPA: 3.75/4.0

Leadership

Campus Ambassador

August 2013 – May 2015

Experience

Landmark College, Putney, VT, Enrollment Services

- Guided over 100 families on campus tours throughout four semesters
- Communicated vital Landmark experiences to visiting families and professional visitors as a Student Panel Speaker
- Raised upwards of \$20,000 per semester towards scholarships and STEM Center during campus ambassador, alumni outreach phonathons

Quantify your accomplishments by using numbers when possible.

Resident Assistant

August 2014 – May 2015

Landmark College, Putney, VT, Residential Life

- Developed three community-building programs per semester and report data for 50 student residents
- Ensured safety and management of residential building
- Served as a liaison between residents and student development administration

Student Government Association, Vice President of Communications

Landmark College, Putney, VT

- Elected executive board member of student government body
- Represented the study body in proposal for college divestment from fossil fuels
- Participated in college-wide policy decisions concerning ethical issues like cigarette smoking on campus

Work

Night Proctor, High School Summer Program

Experience

Landmark College, Putney, VT

- Provided evening staff and student support as a campus safety representative

Math Tutor

Landmark College, Putney, VT

- Coached students through mathematical concepts and problem-solving
- Developed the ability to adapt coaching methods to different learning styles

Activities

Landmark College, Varsity Soccer, 2013 – 2014

Finalist, Landmark College Institute for Research & Training, "Apps Contest"

Beatrice Isabella Targeted

212-555-1212

www.linkedin.com/in/beistargeted

beistargeted@gmail.com

@beistargeted

Online industries are looking more and more at social media. LinkedIn accounts need to showcase “connections” & “recommendations”. Twitter feeds need to be professional.

SUMMARY OF QUALIFICATIONS

- Self-motivated and highly industrious Customer Care & Administrative Service professional
- Experienced in cloud-based Oracle applications utilizing object-orientated programming languages
- Demonstrated ability to learn systems quickly and complete projects in a timely manner
- Proven data management comprehension in MS Excel advanced formulas
- Experienced connecting Content Management Systems to databases

Targeted résumés utilize the “summary” to address specific employer needs listed in the job posting – blend hard and soft skills.

TECHNICAL SKILLS

Programming Languages: C#.NET, C++, Java, PHP, Python

Web Programming: HTML5, ASP.NET, JavaScript, JQuery

Tools: Adobe Creative Suite, InDesign, Dreamweaver, Bugzilla, Google Analytics

Social Media Platforms: Wordpress, Blogspot, Joomla

Databases: SQL, Server and ADO.NET, My SQL, Access

In highly technical fields, skills gained in and out of the classroom can be showcased more prominently.

RELEVANT EXPERIENCE

Information Technology Intern, May 2015 – August 2015

Storm Petrel LLC, Burlington, Vermont

- Executed rigorous and carefully documented testing of applications for the premier disaster management software developer on the market
- Provided tech support for customers utilizing Storm Petrel Tempest software to manage FEMA Public Assistance Grant Program allocations
- Performed the uploading and downloading of data, and correlating documentation, for customers

Web Development Intern, May 2014 – August 2014

Artisan Web & Print, Brattleboro, Vermont

- Migrated six customer websites from outdated platforms to HTML5 and CSS3 formats
- Evaluated outdated content and client goals and presented migration action plans at staff meetings
- Collaborated with lead staff and customers to cultivate brand identity in a web-based presence

EDUCATION

Bachelor of Science in Computer Science

Expected Graduation: Spring 2016

Landmark College, Putney, VT

- Study Abroad, Caribbean, *Hands-on Game Writing & Interactive Story Telling*
- Cumulative GPA: 3.6/4.0
- Relevant Coursework: Calculus II, Data Structures & Algorithms, Programming I

ADDITIONAL EXPERIENCE

Residential Adviser, Landmark College, Fall 2014 & Spring 2015

Math Tutor, Landmark College, Fall 2014 & Spring 2015

Relevant coursework implies a knowledge base in a specific area – only list classes that pertain to the job post.

Résumé Do's & Don'ts

Every Landmark Student will approach the development of their résumé in a different way. Best practices and guiding principles are a great way to review your hard work!

Do's

- Distinguish yourself with a strong cover letter
- Print off your résumé and read it out loud
- Make sure your résumé is error free
- Save the résumé as a PDF to maintain formatting when submitting electronically
- Keep résumé formatting consistent throughout the document – fonts, bold, punctuation
- List references on a separate sheet of paper - employers will request references when you move favorably through the interview process
- Customize your résumés to the employers you target
- Highlight your most relevant experience
- Use data and numbers to show what you have accomplished

Don'ts

- Exaggerate, embellish, or alter content to impress the reader
- List the same content twice under a different heading
- Use templates when designing your résumé
- Don't send mass mailings of generic résumés
- Exceed three to five bullets per section
- Use an unprofessional or silly email address
- Don't take phrases directly from the job description
- Use clichés or jargon
- Make bulleted statement more than two lines

Checklist before submission

Appearance – Are fonts, bold, italics, cap size, tense, dates, punctuation, spacing, ordering of information, margins (.7" to 1") remain consistent throughout the document.

Name & Contact Information – Is name placed prominently at the top of the document? Are address, telephone, email, and web links all correct?

Education Section – Institution name, location, relevant dates, degree spelled out Bachelor of Arts, Associate of Science, major if declared, graduation month and year or expected date indicated

Experience Section – Include name of organization, position title, location, relevant dates, action verbs statements when appropriate

Grammar, Spelling & Punctuation – Verbs are active, in correct tense, no personal pronouns, extraneous words omitted

Targeted – Professional language, no casual words, confusing abbreviations, or acronyms

Descriptive statements - include concrete examples, use numbers to make examples and quantify results, and omit outdated or irrelevant material, list descriptors in importance to the reader

Skills & Interests – Only use relevant skills that relate to qualifications. Blend hard skills like technological proficiency, foreign language, and lab work with soft or transferrable skills like organization, communication, and leadership

Accurate & Honest – Never embellish, misrepresent or be dishonest

Resources

This document utilized and adapted resources, with permission when possible, from the following sources:

- Career Cruising, Toronto, Ontario, Canada: <http://public.careercruising.com/us/en/about-us/>
- Parker, Y. (2012). *The Damn Good Résumé Guide*. New York, NY. Crown Publishing Group, Random House.
- Hope College, Holland, Michigan: Career Development Center: <http://www.hope.edu/student/career/resources/internshipresume.pdf>
- Skidmore College, Saratoga Springs, New York: Career Development Center: <https://www.skidmore.edu/career/tabs/ResumeGuide2013.pdf>
- University of Puget Sound, Tacoma, Washington: Career & Employment Services: http://www.pugetsound.edu/files/resources/4663_ResumePacket2012.pdf