

# *Your Résumé* *Your Way*

A Guide For  
Writing or Updating Your Résumé

Written Especially for  
Earlham Students and Graduates

**Service Learning & Career Development Center**  
Earlham College

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## Table of Contents

An Introduction .....	1
Getting Started .....	2
1. Conduct A Self-Assessment .....	3
2. Determine a Résumé Focus .....	9
3. Assess And Choose A Résumé Type .....	14
4. Decide On Tentative Headings .....	15
5. Review Your Self Assessment And Write A Rough Draft .....	16
6. Type And Format Your Résumé .....	20
7. Proofread Your Résumé And Review The Checklist .....	21
8. Reproduce Your Résumé .....	24
Appendix A—Action Verbs and Horn Tooting Adjectives .....	25
Appendix B—Sample Chronological Résumés .....	28
Appendix C—Sample Functional Résumés.....	38
Appendix D—Electronic Résumés .....	45
Appendix E—Sample Reference List Entries.....	48

# An Introduction

## WHAT IS A Résumé ?

Your résumé is an indispensable personal marketing tool. It is a sales brochure or advertisement of your skills and accomplishments and their availability. A résumé is a public relations piece that...

- **is self-promotional and totally positive in tone** – a document that stresses assets and suggests a personality that is interesting and enthusiastic about work.
- **is an honest and accurate summary of your qualifications** – substantive and illustrative, vibrantly describing your achievements and skills.
- **reflects your individuality and strategic career plan** – suggesting a person who is self-confident and moving ahead; shows some inventiveness and imagination.
- **is well organized and very readable** – where the information is presented in a logical, clear, and easy-to-follow way.
- **is immediately attractive and eye-pleasing** – graphically interesting and invites the reviewer to take a closer look at the written work and respond positively.

## WHY DO YOU NEED A Résumé ?

Résumés have one purpose; to get you an interview. It is *not* meant to get you a job - only someone's attention and a chance for an interview.

## THERE IS NO ONE, RIGHT WAY TO DESIGN A Résumé

Granted, there are some ways to design a résumé that are more efficient and sophisticated than others. However, all rules are broken in this business, sometimes successfully. This handbook provides guidelines and is based on the comments and preferences of employers, books and articles. You will want to put your own personality and creativity into your résumé. Your résumé may not look or sound like your friend's résumé or your roommate's, and that is exactly as it should be.

## YOUR Résumé IS A WORK IN PROGRESS

Your résumé will never be totally set in stone but will always be a work in progress. You may feel inclined to, and should, revise it as you apply for various opportunities. For example, depending on the opportunity you are applying for, you may want to emphasize different skills or talk about the same skills in a different kind of way. Ultimately, once you learn the basics of résumé writing making these changes will become easy to do.

## Getting Started

The following is a brief outline of the steps to follow in developing your résumé. This handbook will go into more detail for each step in the appropriate section.

### **1 CONDUCT A SELF-ASSESSMENT**

This is one of the most important steps in writing your résumé and will make the rest of the process much easier. While it is tempting to plunge right into the actual writing of your résumé, by using the process outlined in this handbook, you will be able to more effectively assess the skills that you have to offer an employer.

### **2 DETERMINE A Résumé FOCUS**

Decide the kind of a position for which you are writing this résumé and who your audience will be. The words you use and the experiences you emphasize may be different depending on what position and for whom you are writing this résumé.

### **3 ASSESS AND CHOOSE A Résumé TYPE**

There are two main types of résumés and then every permutation thereof. You may choose to use different types of résumés to address different opportunities for which you are applying.

### **4 DECIDE ON TENTATIVE HEADINGS**

Dividing your résumé up into sections with clearly labeled headings will make your résumé easier to skim and understand.

### **5 REVIEW YOUR SELF-ASSESSMENT AND WRITE A DRAFT**

You will now want to go back to your self-assessment section and determine which items you will want to include in this particular résumé. Your first draft does not have to be perfect; just try to get your thoughts down on paper.

### **6 TYPE AND FORMAT YOUR Résumé**

How your résumé looks is important, but don't worry about it until this step. Get your content in order and then try to make it visually appealing.

### **7 PROOFREAD YOUR Résumé AND REVIEW THE CHECKLIST**

Proofread, proofread, and proofread your résumé. Have friends proofread it, read it backwards, read it aloud, do whatever it is you have to do to make sure there are no errors in spelling or language usage. Also check for omissions such as the lack of a phone number. Your résumé is a reflection of you and you do not want a potential employer to perceive you as someone who overlooks errors. The checklist in this section will prove helpful in evaluating your résumé.

### **8 REPRODUCE YOUR Résumé**

Print out or have your résumé copied in such a way that it looks as good as it reads.

# 1. Conduct A Self-Assessment

Résumé preparation forces you to analyze your strengths, skills, and abilities. Completing a careful, objective, and thoughtful self-assessment is a good starting point. Although it is possible to undertake a résumé without completing a self-assessment, you will find the time spent on one well worth the effort. After completing the process, you will be more aware of your skills and interests. You will have tallied your assets. This knowledge will make you a stronger job candidate, and it will undoubtedly bring more self-assurance to your job campaign.

## STEP 1

Make a list of everything you can think of that you have done which might possibly be included in your résumé. *Do not exclude anything* at this point; you can be selective later. Examples of things to list:

pertinent college courses	volunteer work
research papers	internships
full-time jobs	travel
part-time jobs	co-curricular activities
summer jobs	committee involvement
Athletics	any other significant experiences
honors or awards	

## STEP 2

Assess these experiences and your education in terms of “liberal arts skills.” “Liberal arts skills” can be defined as transferable, functional abilities that are required in many different problem-solving and task-oriented situations. They are performance abilities that can be acquired through informal life experiences or formal education and training. Although the specific subject matter of academic disciplines is often a means for developing or refining liberal arts skills, the application of these skills is not dependent on the mastery of an academic discipline. Liberal arts skills are interdisciplinary abilities involving many areas of human development (e.g., cognitive, affective, social, psychological, and more development).

A list of liberal arts skills that are generally recognized as essential in a variety of careers has been included on the following three pages to assist you in your assessment of your education and experiences. We have not tried to eliminate the natural overlapping that is characteristic of some of the clusters. Look over this list and then under each item you listed in **Step 1**, determine which transferable skills you used or acquired and **describe how you demonstrated each particular skill**. See the two examples following the list of transferable skills for ideas of how to do this.

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## 76 Career-Transferable Skills

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- I. Information Management Skills: ability to . . .**
- A. sort data and objects
  - B. compile and rank information
  - C. apply information creatively to specific problems or tasks
  - D. synthesize facts, concepts and principles
  - E. understand and use organizing principles
  - F. evaluate information against appropriate standards
- II. Design and Planning Skills: ability to . . .**
- A. identify alternative courses of action
  - B. set realistic goals
  - C. follow through with a plan or decision
  - D. manage time effectively
  - E. predict future trends and patterns
  - F. accommodate multiple demands for commitment of time, energy, and resources
  - G. assess needs
  - H. make and keep a schedule
  - I. set priorities
- III. Research and Investigation Skills: ability to . . .**
- A. use a variety of sources of information
  - B. apply a variety of methods to test the validity of data
  - C. identify problems and needs
  - D. design an experiment, plan, or model that systematically defines a problem
  - E. identify information sources appropriate to special needs or problems
  - F. formulate questions relevant to clarifying a particular problem, topic, or issue
- IV. Communication Skills: ability to . . .**
- A. listen with objectivity and paraphrase the content of a message
  - B. use various forms and styles of written communication
  - C. speak effectively to individuals and groups
  - D. use media formats to present ideas imaginatively
  - E. express one's needs, wants, opinions, and preferences without offending the sensitivities of others.
  - F. identify and communicate value judgements effectively
  - G. describe objects or events with a minimum of factual errors
  - H. convey a positive self-image to others

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## 76 Career-Transferable Skills, continued

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- V. Human Relations and Interpersonal Skills: ability to . . .**
- A. keep a group “on track” and moving toward the achievement of a common goal
  - B. maintain group cooperation and support
  - C. delegate tasks and responsibilities
  - D. interact effectively with peers, superiors, and subordinates
  - E. express one’s feelings appropriately
  - F. understand the feelings of others
  - G. use argumentation techniques to persuade others
  - H. make commitments to persons
  - I. be willing to take risks
  - J. teach a skill, concept, or principle to others
  - K. analyze behavior of self and others in group situations
  - L. demonstrate effective social behavior in a variety of settings and under different circumstances
  - M. work under time and environmental pressures
- VI. Critical Thinking Skills: ability to . . .**
- A. identify quickly and accurately the critical issues when making a decision or solving a problem
  - B. identify a general principle that explains interrelated experiences or factual data
  - C. define the parameters of a problem
  - D. identify reasonable criteria for assessing the value or appropriateness of an action or behavior
  - E. adapt one’s concepts and behavior to changing conventions and norms
  - F. apply appropriate criteria to strategies and action plans
  - G. take given premises and reason to their conclusion(s)
  - H. create innovative solutions to complex problems
  - I. analyze the interrelationships of events and ideas from several perspectives
- VII. Management and Administration Skills: ability to . . .**
- A. analyze tasks
  - B. identify people who can contribute to the solution of a problem or task
  - C. identify resource materials useful in the solution of a problem
  - D. delegate responsibility for completion of a task
  - E. motivate and lead people
  - F. organize people and tasks to achieve specific goals

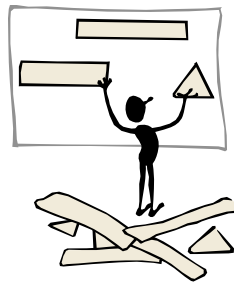
## 76 Career-Transferable Skills, continued

### VIII. Valuing Skills: ability to . . .

- A. assess a course of action in terms of its long-range effects on the general human welfare
- B. make decisions that will maximize both individual and collective good
- C. appreciate the contributions of art, literature, science, and technology to contemporary society
- D. identify one's own values
- E. assess one's values in relation to important life decisions

### IX. Personal/Career Development Skills: ability to . . .

- A. analyze and learn from life experiences — both one's own and others'
- B. relate the skills developed in one environment (e.g. school) to the requirements of another environment ( e.g. work)
- C. match knowledge about one's own characteristics and abilities to information about job or career opportunities
- D. identify, describe, and assess the relative importance of one's needs, values, interests, strengths, and weaknesses
- E. develop personal growth goals that are motivating
- F. identify and describe skills acquired through formal education and general life experience
- G. identify one's own strengths and weaknesses
- H. accept and learn from negative criticism
- I. persist with a project when faced with failure unless it is clear that the project cannot be carried out or is not worth the time or effort needed to complete it
- J. recognize when a project cannot be carried out or is not worth the time or effort required to complete it
- K. generate trust and confidence in others
- L. take risks
- M. accept the consequences of one's actions
- N. "market" oneself to prospective employers



## Example 1

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### Internship – Housing Assistance Council

**Weak:** Canvassed communities for Jesse Jackson.

█ This statement tells an employer you know how to walk around a neighborhood and talk with strangers which is good, but you could say more about your skills.

**Stronger:** Strengthened oral presentation skills during challenging interactions with local residents while canvassing conservative areas for Jesse Jackson.

**Weak:** Dealt with issues regarding hunger, wealth, and the U.S. role in Central America.

█ An employer may not be sure what “dealt with” means. Try to be more specific about the skills you used.

**Stronger:** Researched current periodicals to gain a broader perspective on issues such as hunger, wealth, and the U.S. role in Central America.

## Example 2

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### Mexico Program – Earlham College

**Weak:** Three month off-campus study program with Earlham College.

█ “Oh,” the employer says, “that must have been nice.” The statement tells the facts but it really does not make the most of your experience.

**Stronger:** Intensively studied the Spanish language in a total immersion foreign study program. Able to converse comfortably with native speakers about complicated subjects.

**Weak:** Lived with a Mexican family.

█ “What an interesting experience.” Again, the basic fact is there but why not tell a potential employer just what skills and abilities you used.

**Stronger:** Learned to adapt to a very different life-style. Developed an appreciation for others’ traditions and customs.

## Some Additional Tips

- ◆ Brainstorm at this point. Not every sentence needs to sound perfect. You will spruce up the statements as you revise.
- ◆ Work with a friend. It helps you keep going and sometimes they will remember things you have forgotten.
- ◆ Use numbers where appropriate. For example, being sensitive to the special needs of 15 campers is more challenging than being sensitive to the needs of just 5 campers.
- ◆ Avoid using the pronoun “I.” To the reader of the résumé that is understood.
- ◆ Try to start your statements with adjectives or action verbs. See Appendix A for a list of Horn Tooting Adjectives and Action Verbs.
- ◆ Be creative. Put your own personality into it.
- ◆ Have fun.
- ◆ Toot your own horn! What you did and learned is important; do not be afraid to write about it.
- ◆ Write down as much as possible. You will not use all the information in every résumé but you can be selective later. This is the beginning of an on-going database of your skills and abilities.
- ◆ Don't give up! The staff at the Service Learning & Career Development Center are on the 1st floor of the Landrum Bolling Center if you need help.



## 2. Determine A Résumé Focus

You cannot pick up a job search handbook today without being told very early on that 1) self-understanding, and 2) career focus are critical to a successful employment campaign, whether it is for a full-time job, summer job, or internship. Still, many people gloss over this initial job readiness stage in preference for more “concrete” tasks such as designing a résumé or practicing interview skills.

Without a doubt, starting a career/job search can be a perplexing, anxiety-producing, frustrating business. For a person who has ignored or not dedicated enough time to career planning fundamentals, the negative aspects are compounded. A lot of time and energy goes unrewarded. Much effort is needlessly lost and wasted.

Before continuing with your résumé, consider, and complete the statements below:

### **The job opportunities I seek . . .**

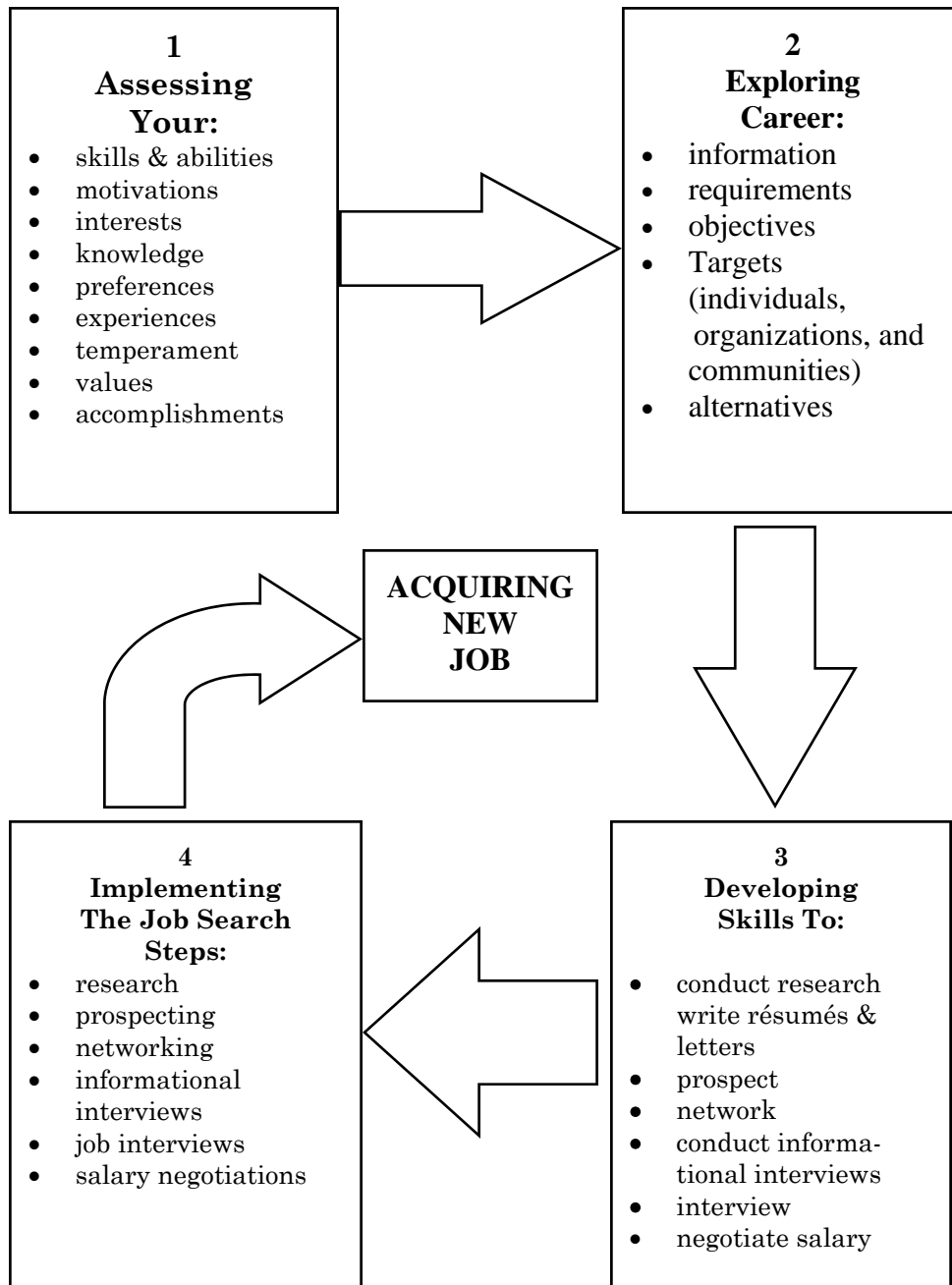
- **will call upon me to use the following skills, abilities, knowledge, and aptitudes:**
  
- **will reflect the following interests, values, and preferences:**
  
- **will service the following short-term and/or long-term goals, life-style needs, and plans for personal satisfaction or achievement:**

**If you had difficulty filling** in the blanks above or recognize some discrepancies from one category to the next, chances are that you need to spend more time identifying your assets and qualifications for employment. You may also need to develop a better sense of your “marketable skills” in light of various work environments, organizations, and functions.

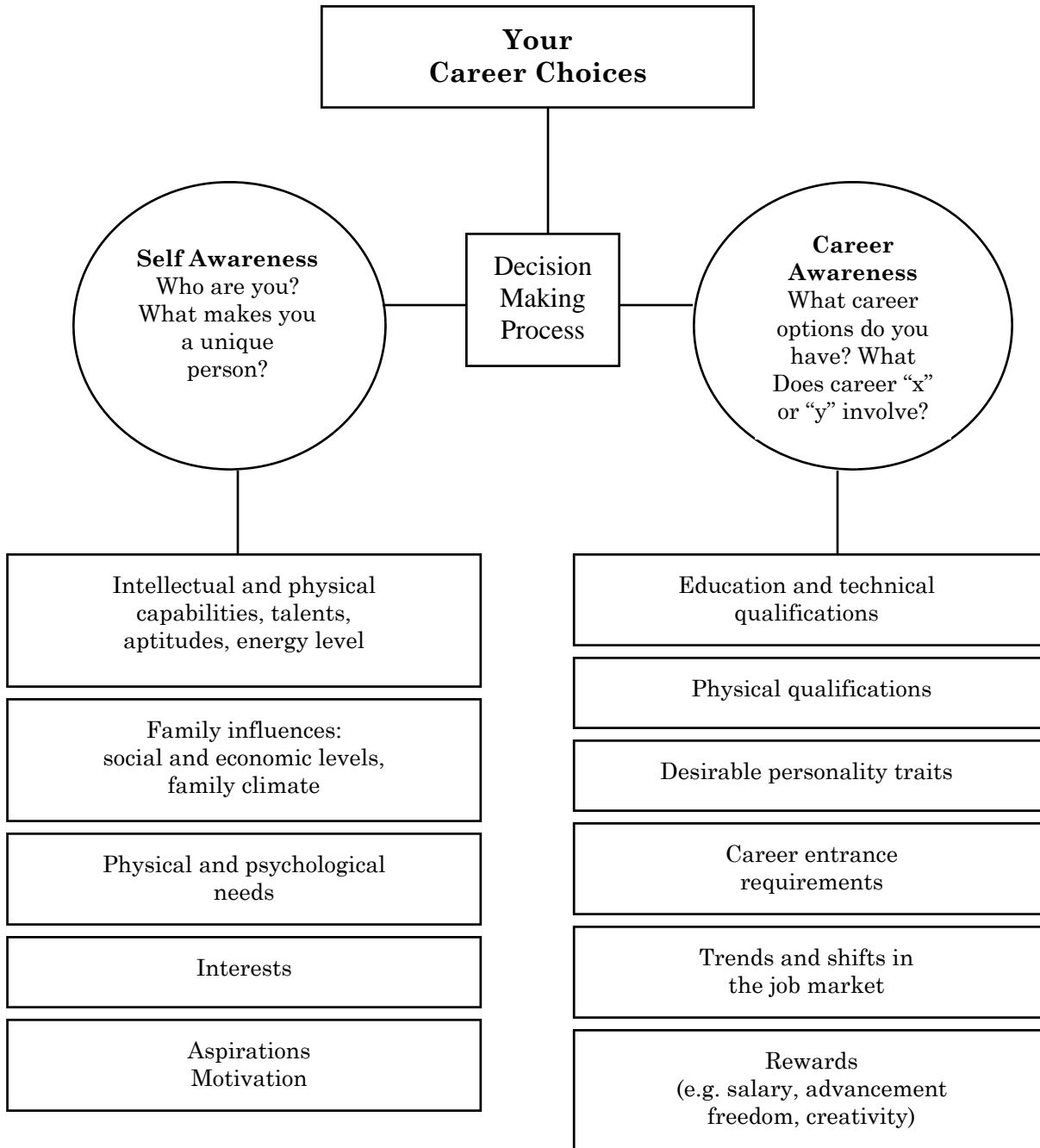
The exercise you did in Section 1 is a first step in this career decision making process so you have a good start. While it is not within the scope of this booklet to present a comprehensive career development model, the following two pages provide flowcharts that illustrate the steps involved in the career decision making process. The Service Learning & Career Development Center (1st floor of Landrum Bolling Center) has many resources and tools available to assist you in this process. Stop by or call today to make an appointment.

**If you feel comfortable** with the answers you gave to the three questions above, then move on to page 12; if not, review pages 10 and 11 for more information on the career development and decision making process.

# The Career Development Process



# Your Career Decision-Making Process



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## Your Résumé Focus

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You have an idea of the focus of your résumé. Now let's try to put it into a short phrase or statement. Begin by answering the following questions. **NOTE:** There is nothing wrong with having two, three, or even four different statements. You may decide to pursue a job search in three or four separate directions. If you have more than one focus for your search, do this exercise for each one (using separate pieces of paper).

1. In what type of environment or organizational setting do you visualize working (e.g. health sector, educational, outdoor, not for-profit, etc.)?
2. What role can you see yourself performing?
3. What specific tasks can you envision yourself doing? What skills will you be using?
4. What sort of job description and title would you have?

Now, try to combine some or all of these ideas into a statement that would describe to a potential employer the kind of position you are seeking. Sample objectives are given on page 13 for your review. Use them as guides to developing your own objective(s).

Your statement(s) will become the objective(s) on your résumé(s). You will want the content of your résumé to support that objective. With a focus in mind, you will then be able to pick and choose from your self-assessment section the items that best support your objective. If you have more than one objective, then you will write a different résumé for each objective, again, selecting those items from your experiences that relate to that specific objective.

While it is not absolutely necessary to have an objective on your résumé, surveys repeatedly confirm that employers prefer résumés that have an express goal. It shows that you have a plan – that you are not in the market for just any job but for a certain kind of job, one that makes personal sense for someone with your background, interests, and skills. Certainly there are reasons for not including an objective on the résumé. A job seeker's decision not to provide one, however, often stems from inadequate knowledge of the kinds of jobs for which she/he is qualified or from a vague desire to keep her/his options open. However, sometimes a career objective just seems impossible to frame, and there are occasions when it may indeed be best omitted.

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## Sample Career Objectives

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Human services position in an organization that strives to improve the quality of life for special needs populations.

An entry-level position with an organization committed to improving international relations.

Elementary teaching position in a progressive school system.

Community relations position with an agency or organization dedicated to human values – social, education, health-related, cultural, and international.

Planning and development assistant for a government agency or public service organization.

Communication specialist in medical, scientific, or technical environment.

A professional research or information specialist position involved in the investigation of social or cultural issues.

Entry-level position in communications with emphasis on writing, editing, researching, and public speaking.

Client representative or administrative position for a public service organization.

Desire to apply sport and fitness expertise to related business enterprise or recreation management position.

Entry-level position with firm offering opportunity for advancement in the fields of biological and/or chemical sciences.

Personnel generalist position which will use my human relations and communication skills.

Seek to apply problem-solving ability, excellent interpersonal skills and education to a career in marketing.

Beginning position in the hospitality or tourism industries.

A sales/marketing position with a science based firm where a strong chemistry background can be put to optimal use.

Entry-level social work position in the area of mental and physical developmental disabilities.

### 3. Assess And Choose A Résumé Type

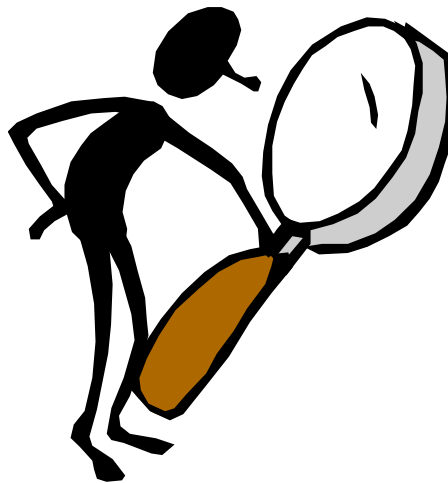
There are two main types of résumés, the **chronological** and the **functional**. Read over the brief description provided for each type, look at the sample résumés in Appendices B & C and then decide which kind of résumé will best suit your particular set of circumstances. **NOTE:** If you have several objectives and will be writing a different résumé for each objective, you may use one kind of résumé to support one objective and then find you need the other kind of résumé for your other objective.

#### **Chronological**

This is probably the kind of résumé with which you are most familiar. This résumé lists and describes your experiences in reverse chronological order, that is, starting with the most recent. When and where you acquired the experiences is clearly demonstrated. The chronological résumé works well for job hunters whose experiences relate directly to their objective.

#### **Functional**

The functionally designed résumé stresses the applicant's skills and abilities without excessive regard for date of service, length of involvement, and specific employers. This can be particularly useful to the person whose experiences are not related to a position but whose demonstrated skills are. For those who have done a little bit of this and a little bit of that, the functional résumé allows you to focus on your skills and achievements. In essence, it groups skills in such a way as to make them more related and thus, more understandable to a potential employer.



## 4. Decide On Tentative Headings

After an identification section at the very top of your résumé (name, address, phone) a résumé should be divided into sections with clearly labeled headings that make your résumé easy to read.

You need not fit your résumé items into prescribed categories or under standard labels. It is best to devise captions and order categories in a way that correctly reflect your unique qualifications. A list of sample headings follows.

### Identification

Name  
Address  
Phone Number  
Email

### Occupational Orientation

Career Focus  
Career Goal  
Career Interest  
Job Objective  
Job Target  
Objective  
Position Desired  
Professional Goal  
Professional Objective  
Professional Interest  
Work Preference

### Educational Background

Education  
Academic Achievements  
Academic Degrees  
Academic Background  
Scholastics  
Academic Accomplishments

### Experience

Experience Profile  
Experience Record  
Background Highlights  
Key Qualifications  
Background and Experiences  
Related Experience

### Skills

Demonstrated Skills  
Key Qualifications  
Summary of Skills  
Skills Profile  
Specific Accomplishments  
Skills Highlight  
Summary of Skills  
Areas of Expertise  
Areas of Proven Effectiveness

### Other Headings

Honors and Awards  
Special Recognition  
Activities and Interests  
Avocational Interests  
Co-Curricular Activities  
Specialized Training  
Publications  
Professional Associations

## 5. Review Your Self-Awareness And Write A Draft

You will now want to go back to your self-assessment section and begin to pull out of your brainstorming list the information you want to put into your résumé. Let's begin by looking at each section of a résumé and evaluating the items you may want to include. Whether you are doing a chronological or a functional résumé, the guiding principles for the Heading, Objective, and Education categories are essentially the same. Because the remainder of the categories for a chronological and functional résumé differ, we will then examine each type of résumé separately.

### HEADING

Name, address, and telephone number (with area code), and email are the only items of personal information needed. You may want to use numbers for a school address/telephone, a permanent address/telephone and a cell phone. Your permanent information does not necessarily have to be your home address/telephone number but should be someplace where you know you can get mail and have messages taken. Additionally, if you provide a cell phone number make sure your voice mail has a professional message. Also, make sure that your email address is appropriate.

### OBJECTIVE

This is where the statement you worked on in Section 2 goes. Remember, you may have two (or more) objectives so you will want to have a separate résumé for each objective. It is probably best to work on one résumé at a time.

### EDUCATION

The first item after your heading and objective (if you use one) should be that which you wish to emphasize most and which the prospective employer will regard as the most significant. For most current students, this will be your education section. Some years from now, after you have gained additional experience, it may be more appropriate to list other sections first.

You will want to start this section with your most recent education first. You should list the name of the institution, your degree, major/minor and in most cases your date of graduation (month and year) or class standing (junior, rising sophomore, etc.) but you may also include a description of the major program, a description of your comprehensive exercises, special projects, major papers, and your GPA in your major and/or overall if it is a 3.0 or higher. If you do list your GPA, indicate that it was calculated on a 4.0 scale by listing your GPA first followed by a slash and then 4.0 (example: 3.3/4.0). You may wish to list honors, awards, scholarships, or study abroad opportunities. If these are extensive, you may want to have a separate section.

If you are a first-year student or sophomore, you may want to list high school information because of your limited Earlham experience.



# The Chronological Résumé

## EXPERIENCE

Include in this section any and all experiences from which you have gained skills and qualifications which relate to the position you are seeking. Internships, volunteer work, committee responsibilities, co-curricular activities and travel can all be described here in addition to paid part- and full-time work experiences. Length of time and/or payment is not the criteria to use when deciding what to include in this particular section. What you should be asking yourself when determining whether or not to list an item is, "Did I gain skills from this experience which I want to share with an employer?"

**Please note:** One myth of résumé writing is that everything you have ever done has to be included. You should only include those experiences that are pertinent for the opportunity for which you are applying.

For each experience you choose to list, you should include: name of the organization, title (this may be volunteer, intern, etc.), location (city and state but not the street address), and beginning and ending dates (month and year is sufficient). Then the fun begins, describing the experience. This is where the hard work you did in your self-assessment will be invaluable. You want to tell an employer what you can do for him/her by letting that person know your skills and achievements. The best way to do this is by capturing the essence of what you did in the past and how that transfers to what you want to do.

Typically this section is done by listing your experiences in reverse chronological order. One other option is to divide the experience section into two, first listing and describing fully, relevant experience, and then briefly listing other experience. This is one way of emphasizing the most relevant things in your background but still letting an employer know that you have continually worked at one thing or another while you were in college.

## ACTIVITIES AND INTERESTS

There are two main reasons some people use a separate section for activities.

1. Those who are heavily involved in various activities and/or organizations sometimes choose to separate them out from other work experiences to emphasize the skills they gained.
2. Other people may want the opportunity to list activities or organizational memberships to highlight their involvement outside academics.

In addition to activities and interests you may decide to list hobbies on your résumé. If you do make sure that the hobbies you include are particularly striking and relevant for the employer.

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# The Functional Résumé

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## SKILLS

Instead of outlining individual experiences as you do in a chronological résumé, a functional résumé allows you to reflect on and highlight several of your strongest skills. The fact that you spoke publicly, negotiated conflicts, etc., transfers to other situations more than what you actually spoke or negotiated about. The skills you describe can come from all of life's experiences, paid or unpaid, short or long-term. Include volunteer work, internships, travel, co-curricular activities, committee work, etc. If you can translate these experiences, whether from the classroom or outside, into more precise language, employers will better understand what you can do for them. However, you do not need to include descriptions of everything you have done. Be selective and include only those skills which relate to your objective.

This section should be divided into skill groups with like descriptions grouped together. First, write down all the descriptions and then go through the list, identifying what skill you are describing. Next, decide what title to give that skill group. Sample skill headings include but are not limited to:

Administrative	Interpersonal
Analytical	Language
Artistic	Leadership
Budgeting	Management
Communication	Marketing
Computer	Mathematical
Counseling	Organizational
Creative	Planning and Design
Financial	Public Relations
Human Relations	Research

## EXPERIENCE

Since you have already isolated the skills you have gained from many life experiences, list briefly the information about your experiences both paid and unpaid. You will want to include the name of the organization, your title (if you had one), and the dates of the experience. You should list here any experiences you described in your skills section but you can also list others which you did not necessarily want to describe above. This outline should be in reverse chronological order, that is, your most recent experiences first.

## ACTIVITIES AND INTERESTS

If you held memberships in some organizations, or were involved in particular activities but just want to list them instead of describing them in your skills section, you may do so in this section.

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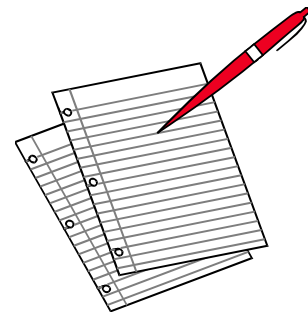
## More On Rough Drafts

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Writing your résumé will take several drafts. This is not an easy document to write and you will want to change, revise, and refine as you proceed. Remember, this is a public relations piece about you; if you don't write positively about yourself, no one else will.

Feel free to bring your rough draft to the Service Learning & Career Development Center for additional help. Each semester Walk-In Résumé Review hours are posted when you can have your résumé looked at without a prior appointment. In addition, at any time throughout the year, you may also make an appointment with the SLCDC staff to discuss your résumé to other career development issues or concerns you may have.

You may also want to show your draft to someone in the field you are trying to enter. They may have suggestions and ideas that are specific to that particular area. Also useful for critiquing résumés are professors, advisors, friends, family, and other trusted individuals.



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## A Word About Reference Lists

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Most often employers will ask that you send a list of references along with your résumé and application packet. By doing this, employers are trying to gather as much information about you as possible. So, in addition to writing your résumé, you will want to contact prior supervisors, professors, advisors, etc. who will provide a positive recommendation for you and your work ethic. Once these individuals have agreed to serve as references for you, choose 3-5 and type up a list on the same kind of paper as your résumé. The list should include each reference's name, their title, their relationship to you (supervisor, advisor, etc.), work address, telephone number, including area code, email, and fax number (if applicable).

It is not necessary to put the statement, "References available upon request" at the bottom of your résumé.

For examples of how a reference list entry is formatted please see Appendix E on page 48 at the back of this guide. As always, feel free to see the staff in the Service Learning & Career Development Center for assistance with this step.

## 6. Type And Format Your Résumé

Obviously the content of your résumé is extremely important. However, now you are at the point where you must try to make your résumé look as good as it sounds. No matter how strong the content of your résumé is, unless it is easy to read, it will not get the attention it deserves. Your résumé should never be written by hand; résumés should always be created on a computer or word processor. A good word processing package, such as MS Word, will allow you to use different type fonts, type sizes, underlining, and other “bells and whistles” that will make your résumé visually appealing. Also, using a common program such as MS Word will allow you to send your résumé electronically without problems at the receiving end. Whatever computer and software you use, make sure a copy can be printed out on a laser printer.

### Tips on Formatting Your Résumé\*

- A one page résumé is ideal and two pages is fine (be sure to put your name on both pages). More than two pages is an autobiography.
- Make sure you have allowed adequate white space between and around your sections and entries.
- Divisions between sections of copy should be clearly visible.
- Lines, bold lettering, underscoring, italicization, and capitalization can all be used to define and highlight your document\*. However, make sure your résumé is not too busy and that formatting is consistent throughout.
- **DO NOT** use a résumé template! Templates, while making writing easy to start, are notoriously hard to adjust according to your individuality. Additionally, résumés formatted by template programs are very easy to identify by those who work with the hiring process.
- Choose a typeface that is easy to read such as Times New Roman, Garamond, Arial, etc. Moreover, choose a font size that is easy to read; 10, 11, or 12 point.
- Keep in mind that you may change the margins on your document in order to fit more text on a single page. Do not set your margins lower than one half inch on each side though and make sure that you have enough blank, white space on the page to make it pleasing to review.
- Be creative within bounds. Your résumé does not need to look like the person's next door.
- Make it easy to skim.

\* See appendix C for advice on Electronic Résumé formats.

# 7. Proofread Your Résumé And Review The Checklist

Proofread your résumé and have others proofread it, preferably several people, several times. Remember, your résumé is a reflection of you. Employers react negatively to a person if they find errors on a résumé, no matter how strong the credentials. Don't check simply for spelling errors, but also errors in language usage and omissions such as the lack of a phone number.

The following check list may help you begin to critique your résumé.

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## Résumé Checklist

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**CONTENT**

**YES**

**NO**

**Standard Sections**

Basic Identification: Have you included your complete current and permanent addresses, phone numbers (plus area code), and email?

Job Objective: Is it specific, concise, and to the point? Does it identify a position, field of work, and/or skills you wish to use in the job?

Education: Have you included all pertinent degrees, honors, workshops, research, or certifications?

Experience/Skills: Did you include all relevant experiences (full-time, part-time, summer, volunteer work, internships, or practicums)? Have you chosen the type of résumé that will best convey your qualifications and background? Do you sell your skills by demonstrating how you have used them previously?


***Suggestions for Improvement:***

**Continued on the next page**

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## Résumé Checklist, continued

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### Optional Sections

Honors: If you have more than two or three honors, have you used an honors and awards section?

Activities: Have you listed activities and/or memberships, that were not included in your experience or skills section?

Other Sections: Have you developed other sections that you feel will enhance your candidacy?

*Suggestions for Improvement:*

**YES            NO**


### Overall Content

Length: Is it complete enough to sell your skills but short and interesting enough to be skimmed easily (no more than 2 pages)?

Writing Style: Have you used correct grammar, punctuation, spelling, and verb tenses?

Relevance: Have unnecessary materials been eliminated? Are your career goals substantiated?

Accomplishments/Skills: Will these be apparent to employers reading your résumé?

Verb Use: do the descriptive phrases begin with action verbs in the past tense?

Focus: Do you focus on specific details about experiences?

Thoroughness: Have you provided all necessary, relevant information?

*Suggestions for Improvement:*

**YES            NO**


Continued on the next page

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## Résumé Checklist, continued

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### LAYOUT/APPEARANCE

YES          NO

Headings: do they attract the employer to important sections?  
Do they highlight your experiences and skills?


Spacing: Is it consistent throughout your résumé?

Overall Appearance: Is it easy to read, balanced on the page(s), consistent, and pleasing to the eye?

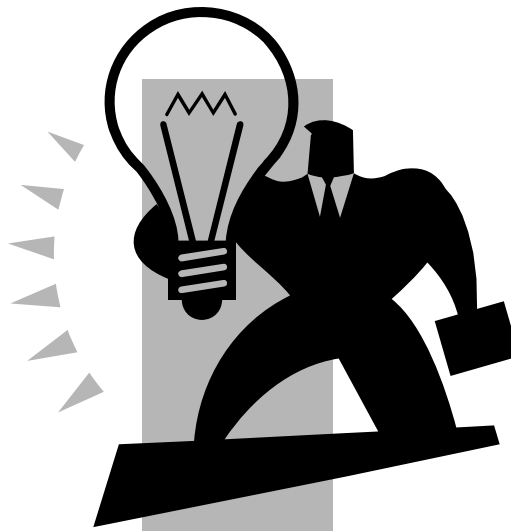
*Suggestions for Improvement:*

### OVERALL Résumé EFFECTIVENESS

YES          NO

Will your résumé capture an employer's interest and help you get interviews?

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## 8. Reproduce Your Résumé

After you have printed a final draft of your résumé on a laser printer, you will need to have it reproduced. The most efficient thing to do is to take the original(s) to a print shop that can copy your résumé onto résumé paper. White, off-white, ivory, cream, tan, and light gray are all acceptable shades of paper. A 100% cotton or “rag” content paper offers a pleasant “feel” and impressive look. The higher the rag content, the better the paper. Matching cover letter and envelope stock completes your job search “package.” The campus bookstore has some very nice paper selections, as does several stores in Richmond.

On occasion, you may want to make changes on your résumé for a particular job opening. In this case, just put your résumé paper in the computer printer and print out one or two résumés. However, for more than one or two copies, you will want to use the method described above.



# APPENDIX A

Action Verbs  
Horn Tooting Adjectives

## Action Verbs

accelerated	compared	expanded	mapped out	resulted in
accomplished	contracted	expedited	maximized	returned
accounted for	controlled	forwarded	met	revealed
achieved	convinced	fostered	observed	reviewed
acquired	coordinated	found	opened	sent
added	copied	gained	operated	served
adjusted	corrected	gathered	ordered	set
administered	counseled	gave	organized	shipped
advised	counted	grabbed	overcame	shored up
aided	crafted	graded	oversaw	showed
alphabetized	created	greeted	paid	sifted
analyzed	critiqued	grossed	painted	simplified
anticipated	dealt	guided	participated	smoothed
applied	debated	handled	perceived	solved
appointed	decided	hastened	performed	sought
appraised	defined	heightened	persuaded	spearheaded
arbitrated	delegated	helped	pioneered	specified
argued	delivered	highlighted	placed	spoke
arranged	demonstrated	hiked	planned	started
assessed	designed	housed	played	stated
assisted	determined	hunted	policed	stopped
assumed	developed	identified	prepared	straightened
assured	devised	implemented	presented	streamlined
attended	did	improved	prevailed	strengthened
authored	digested	included	processed	stripped
authorized	diminished	incorporated	produced	studied
awarded	directed	increased	profited	submitted
began	discovered	indicated	programmed	suggested
bolstered	drafted	initiated	prohibited	summarized
bought	dramatized	innovated	projected	supervised
briefed	dropped	inspected	promoted	supported
brought	earned	insured	proved	surmounted
budgeted	edited	interpreted	purchased	targeted
built	educated	interviewed	put	taught
calculated	elected	introduced	qualified	tested
cataloged	employed	investigated	quickened	tightened
caught	encouraged	joined	ran	took
caused	enjoyed	kept	rated	took over
chaired	enlarged	labored	realized	totaled
changed	enlisted	launched	received	toured
checked	ensured	lectured	recognized	tracked
chopped	entered	led	recommended	trained
chose	established	licensed	reduced	transferred
classified	estimated	located	related	transformed
cleaned up	evaluated	looked	renovated	translated
closed	executed	make	reported	traveled
combined	executed	maintained	rescued	treated
communicated	exercised	managed	researched	tutored

## Horn Tooting Adjectives

academic	forgiving	proud
accurate	formal	prudent
active	frank	purposeful
adaptable	friendly	quick
adventurous	generous	quiet
affectionate	gentle	rational
aggressive	good-natured	realistic
alert	healthy	reflective
ambitious	helpful	relaxed
analytical	honest	reliable
artistic	humorous	reserved
assertive	imaginative	resourceful
attractive	independent	responsible
bold	individualistic	retiring
broad-minded	industrious	robust
businesslike	informal	self-confident
calm	intellectual	self-controlled
capable	intelligent	sensible
careful	introspective	sensitive
cautious	inventive	serious
charming	kind	sharp-witted
cheerful	liberal	sincere
clear-thinking	light-hearted	sociable
clever	likable	spontaneous
competent	logical	spunky
competitive	loving	stable
confident	loyal	steady
conscientious	mature	strong
conservative	methodical	strong-minded
considerate	meticulous	supportive
consistent	mild	tactful
cool	moderate	teachable
cooperative	modest	tenacious
courageous	motivated	thorough
curious	natural	thoughtful
daring	obliging	tolerant
deliberate	open-minded	tough
determined	opportunistic	trusting
dignified	optimistic	trustworthy
discreet	organized	unaffected
dominant	original	unassuming
eager	outgoing	understanding
easygoing	painstaking	unexcitable
efficient	patient	uninhibited
emotional	persevering	verbal
energetic	pleasant	versatile
fair-minded	poised	warm
far-sighted	polite	wholesome
firm	practical	wise
flexible	precise	witty
forceful	progressive	zany

# Appendix B

## Sample Chronological Résumés

# Sample Chronological Résumé 1

**Sara E. Smith**

E-mail: *smithsa@earlham.edu*

**Permanent Address**

XXXX E. Montana Street  
Erlanger, KY 45321  
(XXX) XXX-XXXX

**Campus Address**

Earlham Drawer XXXX  
Richmond, IN 47374-4095  
(765) XXX-XXXX

**Objective**

An entry level position with a human services organization dedicated to the improvement of social welfare and to the education of the general public.

**Education**

Earlham College, Richmond, IN, Bachelor of Arts, May 2006  
Major: **Human Development and Social Relations** GPA: 3.7/4.0  
Counseling Training (30 hours), Earlham College, 2005  
Earlham College Tanzania Program, 2004  
Sexual Assault Survivors' Advocate Training, (30 hours), 2003

**Relevant Experience**

**Sexual Assault Survivors' Advocate** – Earlham College, Richmond, IN—2003-2006

- Provide support and empowerment for survivors of sexual assault.
- Refer survivors of sexual assault to appropriate legal, medical, and counseling organizations.
- Train other students in crisis-intervention and referral techniques.
- Stimulate discussions within a supportive environment about the experiences of sexual assault survivors and about rape culture in society.

**Peer Career Advisor** – Service Learning & Career Development Center, Earlham College, Richmond, IN—2004 to 2005

- Stimulated first year college students to organize their ideas about the future and their career development.
- Planned and conducted a workshop for sophomore and junior college students on how to apply the skills learned in their major to a variety of career opportunities.
- Assisted in training other students to become peer advisors.
- Implemented and updated office resource filing system.

**Teacher's Aid** – The Children's School (affiliated with The Society of Friends), Richmond, IN—Fall 2004

- Aided individual first and second grade students in developing their primary reading and math skills.
- Assisted teacher in carrying out class activities within an academically stimulating, less structured environment.

**Outreach Student Intern** – Albion Fellows Bacon Center (Battered Women's Shelter), Evansville, IN—Summer 2004

- Assumed multiple duties such as facilitating women's and children's support groups, counseling clients in crisis situations, and identifying appropriate legal options, and preparing and conducting educational workshops for the community.

**Volunteer Tutor** – Rose Hamilton Elementary School, Centerville, IN—Fall 2003

- Creatively sought ways to stimulate young students' desire to learn.
- Encouraged students with learning disabilities.

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## Sample Chronological Résumé 2

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**AMY W. JEFFERSON**

Earlham Drawer XXX, Richmond, IN 47374  
(765) XXX-XXXX, Cell: (XXX) XXX-XXXX  
E-mail: jeffeam@earlham.edu

**Objective:** To secure a summer position that will utilize skills in information science, computer programming, and business

**Education:** Earlham College, Richmond, IN, third year student (class of 2007)  
**Business and Non-Profit Management major; Computer Science minor**

**Relevant Coursework:** Discrete Mathematics, Elementary Statistics, computer Applications and Society, Program and Problem Solving, Algorithms and Data Structures, Technical Writing, Financial Accounting, Reporting and Interpretation. Advanced Programming, Logical Systems, Human Relations and Organizational Decision Making

### COMPUTER SKILLS

*Languages* – proficient in Turbo PASCAL, C+, C++, FORTRAN

*Hardware* – experience with Digital VAX system mainframes, Prime 750 and 9955 Primos Operating System), IBM PC/XT (DOS 4.0)

*Software* – Lotus and Windows; Word Perfect; MINITAB (data analysis system); LINDO (operations research package); INFO (relational database)

### EMPLOYMENT

**Entrepreneur** – Tomorrow Is Too Late Typing Service, Richmond, IN, 2004 to present

- \* Founded and manage six person paper and résumé typing service.
- \* Applied work processing skills to flourishing small business.
- \* Currently maintaining customer list of more than four hundred names; service nets an average of \$1,200 monthly.
- \* Planned expansion into customized data bases and spreadsheets.

**Student Consultant** – Earlham College Computing Services, Richmond, IN, 2004-2005

- \* Wrote software for database management, graphics, and text processing.
- \* Prepared and documented educational materials and user manuals for the Earlham computing system.
- \* Maintained and updated operating system.

**Clerk** – Computer Land, Newport News, VA, Summer 2004

- \* Familiar with wide variety of hardware and software and the appropriate applications.
- \* Communicated introductory presentations to customers on new products.

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## Sample Chronological Résumé 3

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**JACKIE MILLS**

E-mail: millsja@earlham.edu  
XX Mount Pleasant Trail  
Miklothian, VA 23223  
(XXX) XXX-XXXX

**Objective:** To obtain a marketing assistant position with an arts organization.

**Education:** Earlham College, Richmond, IN  
Bachelor of Arts, May 2006  
Major in Women's Studies, minor in Art History  
GPA 3.31/4.00; GPA in major 3.65/4.00

### Relevant Experience

**Canterbury Tales** – Belfast, ME, Summer 2005

Sales Assistant

Designed and coordinated sales displays for independent bookstore. Performed extensive data entry for store inventory. Developed understanding of advertising and marketing techniques for in-store publishers convention.

**Solo Exhibit, Earlham College** - Richmond, IN April 2005

Exhibit Director

Organized and displayed work from the previous two years focusing on the theme of discomfort and comfort with social norms. Managed publicity design and distribution, as well as organized reception and gallery discussion.

**Ten Women, Leeds Gallery Exhibit** – Richmond, IN March 2005

Gallery Assistant

Helped organize, design, and install exhibit of area artists in conjunction with women's contemporary arts convocation. Transported artwork from artists' studios to gallery.

**The Center for Women & Their Work** – Austin, TX Fall 2004

Intern

Established familiarity with the workings of an art gallery. Arranged and installed exhibits, as well as assisted in planning exhibition receptions. Developed working knowledge of Excel and Filmmaker Pro programs. Gained knowledge and skill in invitation and publicity design.

**We Speak** – Richmond, IN 2003-2004

Co-editor

Oversaw production of quarterly women's arts journal. Developed skills in design and layout, proficiency with Macintosh Page Maker 7.0. Increased understanding of details of publishing and printing periodicals.

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# Sample Chronological Résumé 4

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## AMELIA Q. HUMPHERIES

Home: XX Walton Drive, Boston, Massachusetts 02664, (XXX) XXX-XXXX  
Campus: Earlham Drawer XXX, Earlham College, Richmond, IN 47374, (765) XXX-XXXX  
E-mail: humpham@earlham.edu

## OBJECTIVE

To obtain an entry-level position as an analytical chemist in an environmental research laboratory.

## EDUCATION

Earlham College, Richmond, IN, Bachelor of Arts, May 2006  
**Major: Chemistry Minor: Mathematics Cumulative GPA: 3.75/4.00**

## AWARDS

National Merit Scholarship  
Carleton B. Edwards Chemistry Fellowship  
Hubbard Distinguished Chemistry Student Award

## WORK EXPERIENCE

PPG Plastics Corporation, Pittsburgh, PA, summers 2005, 2004  
Product Design and Testing Center Intern

Conducted complicated experiments on resins and coatings. Commended by superiors for accurate laboratory techniques. Served as quality control inspector for Beaver Creek plant. Composted detailed reports for the Environmental Protection Agency requiring numerous calculations on emissions.

Oak Ridge National Laboratories, Oak Ridge, TN, fall 2004  
Research Assistant

Created highly accurate portable pollution testing kit. Contributed section to published study on the interaction between the breakdown of industrial pollutants and the ozone layer. Explored a variety of basic research processes.

Earlham College Analytical Laboratory, Richmond, IN, summer 2003  
Laboratory Assistant

Applied chemistry knowledge to running commercial water and sewage testing center; took samples. Composted data charts and formulated reports.

Wendy's International, South Yarmouth, MA, summer 2001  
Hostess

Served customers quickly, efficiently, and courteously. Accurately balanced cash register and performed various accounting procedures.

# Sample Chronological Résumé 5

**GRACIE R. SMITHSON**  
XXXX Saskatoon Boulevard  
Pawtucket, Rhode Island XXXXX  
(XXX) XXX-XXXX

**Job Objective:** An entry level position in client relations with a financial services firm.

**Education:** BA, Business & Non-Profit Management May 2006  
Earlham College, Richmond, IN

**Awards:** Stinneford Award for Distinguished Economics Students, 2006  
Indiana Association of CPA's College Student of the Month, May 2006  
North Coast Athletic Conference Women's Soccer Scholar-Athlete Award, Fall 2005

## Related Experience

Fleet/Northstar Bancorp – Pawtucket, RI—Summers 2001-2005

### Management Trainee Intern

- Rotated through the departments of marketing, personnel, branch office services, and internal regulation at regional headquarters.
- Designed successful ad campaign targeted at community college students, which led to both new accounts and a surge in loan applications.
- In fourth year became Deputy Director of Summer Student Intern Program; was directly responsible for job assignment and review of fifty interns statewide.

Student Organizations Council, Earlham College – Richmond, IN—2004-2005

### Convener

- Oversaw the allocation of more than \$150,000 to forty campus organizations.
- Established guidelines for budgeting by recognized groups.
- Initiated the development of new allocations procedure which encouraged long term planning.
- Toughened standards for contracts with non-campus suppliers.

Mellon Bank East – Philadelphia, PA—Fall 2004

### New Accounts Promotion Intern

- Created and implemented mobile accounts promotion network as part of Earlham College Philadelphia Program.
- Highlighted target areas with significant sedentary or pedestrian volume such as nursing homes, high schools, bus stations, or ethnic festivals where vans bearing the Mellon Bank logo and account applications and information could be sent.
- Program played a crucial role in Mellon's drive to change the demographics of its accounts base.

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## Sample Chronological Résumé 6

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**MARGUERITE MEYERS**

E-mail: meyerma@earlham.edu

Permanent Address

XX Milan Ave.  
Norwalk, OH 44857  
(XXX) XXX-XXXX

School Address

Earlham Drawer XXX  
Richmond, IN 47374  
(765) XXX-XXXX

**Objective**

Human services position in an organization that strives to improve the quality of life for elderly people.

**Education**

Earlham College – Richmond, Indiana, second year  
Major: Human Development and Social Relations  
G.P.A.: 3.07/4.00

Norwalk High School – Norwalk, OH  
G.P.A. – 4.82/5.00

**Relevant Coursework**

Cognition and Persons and Systems case studies: established a rapport with subjects while gathering information for a project.

**Awards and Honors**

- Attended Presidential Youth Inaugural Conference
- DAR recipient
- ML Scholarship recipient
- Top 10% of High School graduating class
- Who's Who Among High School Students

**Related Experience**

- **Co-Clerk of Earlham Young Friends and Ohio Yearly Meeting high school group:** Sense the needs of the group, maintain group cooperation and support, and delegate tasks. Interact effectively with peers and superiors. Speak comfortably to individuals and groups.
- **Organize YF retreats and work on Youth Oversight committee of OH YM:** Propose alternative course of action, follow through with a plan, and identify people and resource materials useful for the solution of a problem.
- **AFSC Work Camp:** Identify problems and needs and formulate questions relevant to clarifying a particular problem or topic, listen intently and with objectivity, and use argumentation techniques to persuade others.
- **Quaker Connections Committee:** Express one's needs, opinions, and preferences without offending the sensitivity of others. Determine others who would be able to help with a solution.

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## Sample Chronological Résumé 6, continued

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Marguerite Meyers – page 2

- **Ichthys House Hostess:** Listen carefully and intently to visitors.
- **Volunteer at Milan County Historical Society:** Respond flexibly to the needs of the society, describe objects and events with a minimum of factual errors, and interact with and help those who are around.

### Other Experiences

- summer painting job
- Haworth & Co. printing business
- travel to Quaker Meeting and retreats
- travel to Switzerland, England, and Scotland

### Activities

- Yearbook – Photography Editor
- National Honor Society – President
- Orchestra – pit, marching, concert, pep
- Dance squad – Co-Captain
- Volleyball
- Track

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## Sample Chronological Résumé 7

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### Barbara Janice Hanna

XX Columbus Square  
Poughkeepsie, NY XXXXX  
(XXX) XXX-XXXX

**OBJECTIVE:** To gain field research experience in wildlife biology.

**EDUCATION:** Earlham College – Richmond, IN  
B.A. Biology – May, 2006  
Grant Jenkins Co. Honors Scholarship

Field Biology Training Program – August – December, 2005  
Monette Bird Observatory – Monette, VT

**COURSES:** Ecological Biology, Genetics and Evolution, Biological Diversity, Alternative Agriculture, Ornithology, General Chemistry I and II, Organic Chemistry, Cellular Biology, Field Botany, Vertebrate Biology (audited), Evolutionary Biology, Conservation Biology, Invertebrate Zoology, Field Botany Independent Study, Intensive Spanish I, II, III, and Intermediate.

#### RELATED

**RESEARCH:** **Field Botany Independent Study** – Carried out a follow-up study to previous field research on *Thalictrum thalictroides* and *Claytonia virginica*, in collaboration with another student. Observed foraging behavior of nine insect pollinators on the two flower species in three different treatments – one containing only *Thalictrum*, one containing only *Claytonia*, and one plot with both species present. Wrote scientific paper and presented findings orally to biology faculty and students. (Spring 2006)

**Monette Bird Observatory** – Studied shorebird and landbird migration, tropical shorebird ecology, and conservation. Designed and conducted a scientific study on flocking behavior in wintering Semi-palmated Sandpipers in the Cabo Rojo Salt Flats of southwestern Puerto Rico. Wrote and formally presented a scientific paper. (Fall 2005)

#### FIELD

**SKILLS:** Shorebird censusing, shorebird and landbird identification, shorebird and landbird banding, invertebrate sampling, plant identification, ornithological and botanical experimental design, ability to work independently and in a team.

#### OTHER

**SKILLS:** **Word processing** – WordPerfect and Microsoft Word  
**Statistical Analysis** – Super ANOVA, Statview, Cricket Graph, writing statistical analysis program on SAS  
**Photography** (Including making slides for presentations)

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## Sample Chronological Résumé 7, continued

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Barbara Janice Hanna – page 2

### RELATED

#### EXPERIENCE:

**Field Botany Teaching Assistant** – Lead groups of students in the field, teaching identification of local herbs and trees. Conducted review sessions, proctored field exams and assisted professor in exam grading. (Spring 2005)

**Joseph Moore Museum Staff** – Managed desk and maintained exhibits in Earlham College–owned natural history museum. Assisted in assembly of a Barred Owl skeleton for the museum collection of specimens. (2004)

**Earlham Agricultural Program** – Co-convenor. Worked with students to design and lead a credit course in alternative agriculture. While living at the college-owned Miller Farm, gained experience in organization, organic gardening, beekeeping, and small livestock care. Other projects included composting for all college-owned houses, sale of organic vegetables, and eggs at local Farmer’s market and Clear Creek Food Cooperative. (2004)

**Student Conservation Association** – High School Volunteer. Worked in a team of six in Merck Forest and Farmland Center, a privately owned forest and working farm/environmental education center. Projects included trail maintenance, erosion damage repair, construction of a wooden footbridge, haying, and other farm work. Lived in camping conditions for one month. (Summer 2001)

### OTHER

#### EXPERIENCE:

Shakespeare and Company booksellers – Bookstore sales clerk.

Spring Point, Inc. – Data entry, general office work, filing, xeroxing, answering phones, etc.

Jewish Student Union – active member, organized cultural events.

Jewish Women Writers – participated in student-initiated creative writing class, resulting in a poetry reading, and publication of student work.

Clear Creek Food Cooperative – member and floor worker.

# Appendix C

## Sample Functional Résumés

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# Sample Functional Résumé 1

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## Craig D. Fellows

XXXX Jefferson Drive, Sidney, OH 45005-4815  
(XXX) XXX-XXXX, E-mail: *fellocr@earlham.edu*

### OBJECTIVE

Desire to apply analytical skills to a career in researching social or economic issues

### EDUCATION

BA Philosophy, Earlham College, Richmond, IN, May 2006  
Developed skills to research complex material and convey it in commonly understood language

#### Other Relevant Course Work:

Principles of Political Economics	Financial Accounting
Programming and Problem Solving	Managerial Accounting
Comparative Politics	Statistics
Calculus	Chemistry

#### Research/Writing:

- Participated in a group study of the effects on the economy due to raising the legal drinking age in Ohio
- Utilized statistical software to compare the environmental influences on two distinct populations of cherry trees
- Evaluated statistical reports for a study on the effectiveness of penicillin in treating strep throat
- Examined Gottfried Leibniz's development of calculus in relation to its contemporary applications
- Studied Karl Marx's economic ideals in relation to his theories concerning society's development
- Utilized quantitative measurements and calculations in the analysis of various reactions in chemistry lab work

#### Computer Skills:

Hardware - experience with Digital VAX system mainframes, IBM PC, IBM PC/AT(DOS 4.0)

Software - Lotus 6, Windows, WordPerfect, WordStar, Epistat (data analysis system)

Language - Turbo Pascal

### EMPLOYMENT HISTORY

Maintenance Worker, Summers, 2005 and 2004

P.L. Wolber Farm Inc., Brookville, IN

Crew Person, Summer, 2003

McDonald's Restaurant, Richmond, IN

Bank Teller, 2002-2003

USBank, N.A. Eastern Indiana, Richmond, IN

Grounds Person, School Breaks, 2000-2002

Kettering Medical Center, Kettering, OH

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## Sample Functional Résumé 2

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ELIZABETH CARLIN

c/o Reisch  
XX-XX 54 Street  
Queens, NY 11104

(XXX) XXX-XXXX  
Cell: (XXX) XXX-XXX

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### Objective

A position with a think tank that will utilize my knowledge of **research, editing, politics, and communication.**

### Education

Earlham College – Richmond, IN – **B.A., Politics**, May 2006

School for International Training's Middle East Program – Fall Semester, 2005

### Skills

#### Research

- Established the ability to listen with objectivity and paraphrase information through journalistic and college coursework.
- Strengthened communication and listening techniques during challenging interviews and home stay with members of a radical political faction in Bethlehem.
- Developed the capacity to analyze political controversy and relative cultures in a total immersion foreign study program.
- Mastered a variety of research techniques, including periodical indexes, Congressional Record documents, and computer catalog systems of large libraries.

#### Political Literacy

- Intensely studied the Palestinian-Israeli conflict in a total immersion foreign study program.
- Established fundamental knowledge of United States Politics through courses relating to major.
- Developed an understanding of the linkages between northern and southern hemispheres and poverty and development through grassroots focused course.
- Developed an intense understanding of the relationship between politics and the environment through seminar course; gained an understanding of the implications of environmental security through theoretical and empirical research paper.
- Increased personal knowledge of political and cultural publications through college politics and related courses.

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## Sample Functional Résumé 2, continued

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ELIZABETH J. CARLIN

page 2/2

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### Administrative

- Strengthened administrative organizations skills including problem solving in response to incoming correspondence, serving as a communicative liaison between executives and clients, organizing and directing both incoming and outgoing correspondence, cataloging and entering data onto software.
- Increased understanding of details of publishing and printing periodicals.

### Computer Proficiency

- Microsoft Word
- Pagemaker
- WordPerfect

### Experience

- Editor – *We Speak*, Constituent Newspaper – Earlham College, 2004-2005
- Staff Writer – *The Earlham Word* – Earlham College, 2003-2005
- Managerial Assistant/Receptionist – French-American Chamber of Commerce, New York, NY, July-August & December 2003
- Interviewer – Earlham Student Development Staff Selection Committee – Earlham College, 2002

## Sample Functional Résumé 3

### STEVEN PAPADOPOLOUS

XXXX Aphrodite Way, Detroit, Michigan 48228; (XXX) XXX-XXXX; E-Mail: papadst@earlham.edu

**Objective:** To serve as a translator and cultural liaison for a Japanese-American joint venture company

**Education:** **Earlham College** – Richmond, IN – Bachelor of Arts, Japan Studies, May 2006

**Waseda University** – Tokyo, Japan, 2004-2005

**Beloit College** – Beloit, WI Summer Intensive Language Institute, 2004

### Skills and Experience:

#### Japanese Language

- \* Interacted successfully with large numbers of Japanese speakers on all levels during year spent in Tokyo at Japan's most prestigious private university.
- \* Mastery of over 3,000 kanji provided expertise needed to translate Earlham's college newspaper into Japanese enabling the college to print a 'Waseda edition' of the campus weekly.
- \* Demonstrated understanding of complicated honorifics and contextual speech while making presentations to prospective Japanese donors as part of the Earlham College capital fund drive in the Kamakura prefecture.

#### Japanese Culture

- \* Gained a variety of contexts from which to view Japan through extensive coursework in sociology, history, literature, and politics of Japan.
- \* Acted in Noh drama which provided an opportunity to experience Japanese culture.
- \* Researched Japanese movies and the portrayal of Japan in 19th century Western literature for major thesis paper contrasting Japanese artistic treatment of the Westerner with Western literary treatment of Japan.

#### Communication

- \* Served as Japan Studies aide to Indiana State Teacher Training Program while working for Earlham's Institute for the Study of Japan.
- \* Authored primers which introduced the people and customs of Japan to rural high schools in Indiana.
- \* Designed pamphlet for businesses hoping to sell in Japanese business etiquette.

#### Initiative and Creativity

- \* Researched traditional Japanese methods of printmaking and built studio to practice such methods.
- \* Learned topical kanji and vocabulary for areas overlooked in formal education, including medical, computer, agriculture, and some Northern dialects.

## Sample Functional Résumé 4

SALLY SAMUALSON  
samuasa@earlham.edu

Permanent Address

XXXX Vine Street  
Philadelphia, PA 19105  
(XXX) XXX-XXXX

Campus Address

Earlham Drawer XXX  
Richmond, IN 47374  
(765) XXX-XXXX

**Education**

Earlham College – Richmond, IN, first year standing, pursuing BA in International Studies  
Temple University – Turin, Italy, 2006 Summer Study Abroad Program  
Central High School – Philadelphia, PA, class #205

**Awards**

Earlham Honors Scholarship  
National Merit Scholarship Semifinalist  
President's Academic Fitness Award  
Who's Who Among American High School Students

**Skills**

Communication

- Conversant and literate in French and Italian
- Strengthened ability to assess needs of diverse individuals and direct them to needed resources
- Developed presentation and analytical skills as member of Central High School's state finalist debate team
- Answered phones and directed calls to appropriate people in busy office.

Research

- Knowledgeable in a variety of research techniques, including interviewing, taking statistically accurate surveys, and using periodical indexes; familiar with large libraries.
- Established background in variety of subjects, including the effects of pan-European free trade in 2006 on Italy, the relationship between US foreign policy and US immigration laws, and the causes of Ethiopian famine.

Computer Literacy

- Obtained certification from Kelly Services for most word processing programs including Microsoft Word and WordPerfect
- Trained in the use of databases and spreadsheets

**Experience**

Kelly Temporary Service – Philadelphia, PA  
Temporary Office Worker; Summer 2005  
Earlham College – Richmond, IN  
Admissions Office; Clerical Worker; 2005-present  
Amnesty International; 2005-present  
Committee in Solidarity with Latin America (CISLA); 2005-present

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## Sample Functional Résumé 5

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### Jill Sato

XXX Pine Street, Beaverton, OR 97007, (XXX) XXX-XXXX  
Drawer XXX, Richmond, IN 47374, (765) XXX-XXXX, E-mail satoji@earlham.edu

### EDUCATION

Earlham College, Richmond, IN, sophomore standing, pursuing Bachelor of Arts degree in Philosophy

Lewis and Clark Consolidated High School, Beaverton, OR, class of 2005; Honors Diploma, National Honor Society

### RELEVANT COURSEWORK

Philosophy of Law, Ecological Biology, Humanities I-III, Western Ways of Wisdom, Rationalism and Empiricism, Introduction of American Politics, International Law

### SKILLS PROFILE

#### Writing

- Polished writing and critical thinking skills in Earlham's challenging Humanities program.
- Created and submitted articles to weekly high school paper.
- Composed and edited copy for high school yearbook, *The Cyclone*

#### Organization

- Effectively directed Earlham Environmental Action Coalition's newspaper recycling program.
- Promoted unity and generated enthusiasm on the hall by initiating group building activities.

#### Research

- Increased personal knowledge of scientific publications and citations through college science courses.
- Used Original congressional Record documents to trace the path of environmental legislation through Congress as part of political science courses.
- Followed national and international response to Hurricane Katrina natural disaster and it's effects on the environment.

### ACTIVITIES

Environmental Action Coalition  
Women's Ultimate Frisbee

Resident Assistant

# Appendix D

## Electronic Résumés

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## Electronic Résumés

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New information technologies have transformed completely the way in which résumé information is transmitted and presented to prospective employers. In the words of Rebecca Smith of [eresumes.com](http://eresumes.com), “The value of the World Wide Web as a résumé management tool is that you send your résumé anywhere in the world, at any time, with instantaneous results.” With information technology resources available, the process of job searching has become exponentially easier for those who know how to use those resources properly.

The two most common ways to present a résumé electronically are through e-mail and through “e-forms.” Depending on your job search needs, either one may be correct for you. Via e-mail, résumés can be sent as an attachment or within the body of the e-mail message, involving just one or two steps. “E-forms,” on the other hand, involve a multi-step process that begins with the manual insertion of information into a database. Anyone who has bought a book at [amazon.com](http://amazon.com), applied to a college online, or even used a search engine has used an “e-form.” E-mail résumés go directly to a person or organization to be viewed, while “e-form” résumés are posted in cyberspace to be found and viewed by potential employers. E-mail has the advantage of being more personal, and expressing a more genuine desire to work for a specific company. “E-forms” have the advantage of wide distribution through minimal effort.

An online résumé need not be greatly different in form from one written on paper. Still, there are certain changes that must be made if a paper résumé is to be converted into an online resource of maximum usefulness. The two most common internet file formats are *pdf* and *html*. Creating a document for display in either of these formats is not the same as writing one up by hand; the “rules” for displaying text online are different. The use of tabs, for example, necessary for the creation of new paragraphs in most word processing programs, is incompatible with online displays. Usually, new paragraphs are denoted in online documents through a line break. There is also the necessity of keeping the résumé “scannable,” that is to say, able to be converted from a hard copy into electronic data using a scanner. Even though the résumé will be an online document, it will likely be printed out at some point if it is under serious consideration, and it may need to be scanned in again.

On page 47 you will see a scannable, e-mailable version of the résumé on page 29.

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# Sample Electronic Résumé

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SARA E. SMITH

E-mail: *smithsa@earlham.edu*

Permanent Address: XXXX E. Montana Street, Erlanger, KY 45321, (XXX) XXX-XXXX

Campus Address: Earlham Drawer XXXX, Richmond, IN 47374-4095, (XXX) XXX-XXXX

## OBJECTIVE

An entry level position with a human services organization dedicated to the improvement of social welfare and to the education of the general public.

## EDUCATION

Earlham College, Richmond, IN, Bachelor of Arts, May 2006

- Major: Human Development and Social Relations GPA: 3.7/4.0
- Counseling Training (30 hours), Earlham College, 2005
- Earlham College Tanzania Program, 2004
- Sexual Assault Survivors' Advocate Training, (30 hours), 2003

## RELAVENT EXPERIENCE

Sexual Assault Survivors' Advocate – Earlham College, Richmond, IN—2003-2006

- Provide support and empowerment for survivors of sexual assault.
- Refer survivors of sexual assault to appropriate legal, medical, and counseling organizations.
- Train other students in crisis-intervention and referral techniques.
- Stimulate discussions within a supportive environment about the experiences of sexual assault survivors and about rape culture in society.

Peer Career Advisor – Service Learning & Career Development Center, Earlham College, Richmond, IN—2004-2005

- Stimulated first year college students to organize their ideas about the future and their career development.
- Planned and conducted a workshop for sophomore and junior college students on how to apply the skills learned in their major to a variety fo career opporutnities.
- Assisted in training other students to become peer counselors.
- Implemented and updated office resource filing system.

Teacher's Aid – The Children's School (affiliated with The Society of Friends), Richmond, IN— Fall 2004

- Aided individual first and second grade students in developing their primary reading and math skills.
- Assisted teacher in carrying out class activities within an academically stimulating, less structured environment.

Outreach Student Intern – Albion Fellows Bacon Center (Battered Women's Shelter), Evansville, IN—Summer 2004

- Assumed multiple duties such as facilitating women's and children's support groups, counseling clients in crisis situations, and identifying appropriate legal options, and preapring and conducting educational workshops for the community.

Volunteer Tutor – Rose Hamilton Elementary School, Centerville, IN—Fall 2003

- Creatively sought ways to stimulate young students' desire to learn.
- Encouraged students with learnin disabilities.

# Appendix E

## Sample Reference List Entries

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## Sample Reference List Entries

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As mentioned on page 19 of this guide, reference lists are an important part of your application materials. Remember to choose individuals who will speak positively on your behalf and make sure they have agreed to be on your list!

Please find below three common methods for listing references.

**Example #1:** Lists contact information only.

Derric M. Watson  
Director, Service Learning & Career Development Center  
Earlham College  
801 National Road West  
Drawer 206  
Richmond, IN 47374  
(765) 983-1266  
Fax: (765) 983-1894  
watsode@earlham.edu

**Example #2:** Lists contact information and adds “Internship Supervisor” to give the employer a better idea of your relationship with this reference.

Internship Supervisor

Megan M. Bragdon, Internship Coordinator  
Service Learning & Career Development Center  
801 National Road West  
Earlham Drawer 206  
Richmond, Indiana 47374  
765.983.1265  
bragdme@earlham.edu

**Example #3:** Lists contact information as well as a short statement describing your relationship with this reference

Ms. Elizabeth M. Embick  
Career Advisor  
Service Learning & Career Development Center  
Earlham College Drawer 206  
801 National Road West  
Richmond, IN 47374  
765.983.1262  
embicli@earlham.edu

Ms. Embick served as my supervisor during my time as a Peer Career Advisor and was also a teacher in my Living and Learning in Community course.