Resume Worksheet

PERSONAL INFORMATION:

Full Name:			
Address:			
Telephone Number:			
Social Security #:		Date of Birth:	
Emergency Contact:		Telephone Number:	
Do you have a driver's license?	☐ YES ☐ NO		

EDUCATIONAL BACKGROUND

School Name:		School Address:	
Course of Study (Honors, Tech Prep, etc.):		Dates of Attendance:	From: To:
Degree/Diploma Received or Grade Level Completed:			

School Name:		School Address:	
Course of Study (Honors, Tech Prep, etc.):		Dates of Attendance:	From: To:
Degree/Diploma Received or Grade Level Completed:			

School Name:		School Address:	
Course of Study (Honors, Tech Prep, etc.):		Dates of Attendance:	From: To:
Degree/Diploma Received or Grade Level Completed:			

Extracurricular Activities (teams, clubs, volunteer work, etc.): _____

_____

Honors and Awards Received: _____

_____

Computer Skills (hardware and software you can use): _____

_____

Machine Skills (include machines you can operate): _____

_____

Specialized Skills (foreign language spoken, auto repair, etc.) _____

_____

Resume Worksheet

WORK EXPERIENCE (List Most Recent Position First)

Employer:		Dates Employed:	From: To:
Address:			
Telephone Number:		Position Held:	
Starting Pay:	per	Ending Pay:	per
Supervisor's Name:		Supervisor's Title:	
Duties and Responsibilities:	1. _____ 2. _____ 3.		
Reason for leaving:			

Employer:		Dates Employed:	From: To:
Address:			
Telephone Number:		Position Held:	
Starting Pay:	per	Ending Pay:	per
Supervisor's Name:		Supervisor's Title:	
Duties and Responsibilities:	1. _____ 2. _____ 3.		
Reason for leaving:			

Employer:		Dates Employed:	From: To:
Address:			
Telephone Number:		Position Held:	
Starting Pay:	per	Ending Pay:	per
Supervisor's Name:		Supervisor's Title:	
Duties and Responsibilities:	1. _____ 2. _____ 3.		
Reason for leaving:			

Employer:		Dates Employed:	From: To:
Address:			
Telephone Number:		Position Held:	
Starting Pay:	per	Ending Pay:	per
Supervisor's Name:		Supervisor's Title:	
Duties and Responsibilities:	1. _____ 2. _____ 3.		
Reason for leaving:			

Resume Worksheet

REFERENCES (List At Least 2)

Name: Job Title:		Employer:	
Home Phone #:		Work Phone #:	
Home Address:		Work Address:	
How long has this person known you?			
Has this person given permission to be used as a reference? ☐ YES ☐ NO			
Why can this person recommend you for employment? _____			

Name: Job Title:		Employer:	
Home Phone #:		Work Phone #:	
Home Address:		Work Address:	
How long has this person known you?			
Has this person given permission to be used as a reference? ☐ YES ☐ NO			
Why can this person recommend you for employment? _____			

Name: Job Title:		Employer:	
Home Phone #:		Work Phone #:	
Home Address:		Work Address:	
How long has this person known you?			
Has this person given permission to be used as a reference? ☐ YES ☐ NO			
Why can this person recommend you for employment? _____			

Name: Job Title:		Employer:	
Home Phone #:		Work Phone #:	
Home Address:		Work Address:	
How long has this person known you?			
Has this person given permission to be used as a reference? ☐ YES ☐ NO			
Why can this person recommend you for employment? _____			

CREATING THE EFFECTIVE RESUME

What is a Resume? A resume is a one page summary of your skills, education, and experience. The resume acts much like an advertisement for a company trying to sell something. The resume is your advertisement. Just as a sneaker company spends countless hours (and millions of dollars) designing their latest advertising campaign, you too must spend a good deal of time creating, proofreading, editing, and **perfecting** your resume. A resume is one of the most important pieces of writing you will ever create. A solid resume is the key that will open the door to good jobs. Don't cheat yourself...work hard on it.

How long do employers typically look at a resume?

A. Less than 30 seconds
B. 3 Minutes
C. 1 Minute

If you answered "A", you are correct. Employers often receive hundreds of resumes for a single position. They do not have time to pour over every word on each one. This increases the importance of the smallest details.

What should be included in a resume? Not all resumes are the same, but there are some common elements that they all should include. The necessary elements are:

Heading - Your heading should include the essential personal information. Your formal name (not nickname) should appear at the top and it should stand out above all else on the paper. You want them to remember who you are in less than 30 seconds. Also include your address (both permanent and temporary) and phone number. If you use email, include your email address.

Objective - (Also called "Career Objective") Employers often say this is the most important part of a resume. It is generally a one sentence explanation of the type of job you are seeking. Your objective should be fairly specific. If you are applying for different types of jobs, change your objective to match each type of job. If you are uncertain about the specific positions available, note your areas of interest.

Education - As students, this should be your next section of information. If you are in college, you only need to include college because it is assumed that you have graduated from high school. For the same reason, high school students should not include information from junior high/middle school. You should specify the dates of attendance or graduation (or expected graduation). As a college student, include your major and the degree you expect to receive. Some people include education-related honors in this section. If your education is particularly relevant to a job, you may want to include a section titled "Relevant Courses." In this category, you can list classes that might contribute to your employability.

Experience - (Also called "Work Experience" or "Employment Experience") In this section, you should include previous employers, their locations, your dates of employment, and your job title. You may have to create a job title if you did not have one. You should include at least two one-line descriptions of what your job duties and responsibilities were. You can not assume that the job title explains what you did to all readers. Use action verbs to start each of these descriptions. Do not use "I" in descriptions.

Activities - Employers like to see people who have been involved in school or community activities. In this section, list special activities you participated in (prom committee) and organizations you joined (drama club, baseball team, etc.). Include the years in which you participated. Be aware, however, that some employers may eventually view this information as irrelevant. As high school students, this should not be a concern.

Summary of Skills - Some people use this section to include special skills or talents that are not

included elsewhere on the resume, but would be relevant to the employer. Some possibilities are:

- Type 60 words per minute
- FIuent in French

References – Although it is common practice to put "References Available Upon Request" at the bottom of a resume, most career advisors say it is unnecessary. However, there is nothing wrong with taking a nicely printed list of personal references with you to an interview. You should have 2 - 3 people who have observed your work habits (employers, teachers, coaches, etc.) and 2 - 3 people who can speak about your character. Make sure you have asked their permission to include them as references. Only ask people who will speak well of you. Create a separate list of references including their names, addresses, employers, job titles, and phone numbers. It is best to list work numbers since some people don't appreciate calls at home. You know an employer is interested when they request a list of references.

How do I set up a resume? Your resume should be divided into distinct sections. The italicized words above are typical section headings. Do not label the heading section. Headings should stand out as boldfaced, larger text. Employers tend to have certain headings that interest them most. Make it easy for them to find them. Here are some suggested headers:

Major Headers (t*o be used in almost all resumes*): Objective, Education, Employment History/Work Experience, School Activities.

Minor Headers (to be used if appropriate): Computer Experience, Associations, Certifications, Community Activities, Highlights of Qualifications, Honors/Awards, Interests and Hobbies, Projects, Relevant Courses, Summary of Qualifications, Volunteer Experience.

Should items be arranged in any particular order? Yes! You want your resume to be coherently organized. There are two distinct types of resumes. Most young people utilize a **Chronological Format**. The chronological style is exactly what it sounds like: It follows your work history backward from your current job, listing employers, dates, and job responsibilities. This is the format that you would most likely use if you are new to the workforce and have limited experience. Frequent job changes and work instability show up dramatically with this format. For someone who has held many jobs, the **Functional Format** is more useful. A functional resume is created without employment dates or company names. This format concentrates on skills and responsibilities and is more likely to be used after you have developed your career skills and have accomplishments to your credit.

Should I place Education above Experience or vice versa? Most high school and college students include the Education section directly after the objective. However, if you have experience that relates directly to the job you are applying for, you should place the Experience section above Education.

How important is the format? The importance of the format lies in its consistency. There is no one best resume format. Remember to stick to one format. It shows off your organizational abilities.

Should I use complete sentences when describing jobs? Not usually. Use action phrases instead. Leave out unnecessary words. Try to match your skills and experience with the employer's needs

Do the looks of a resume matter? Absolutely! When sending a resume to an employer or college, don't skimp. Use white or off-white professional weight paper and black ink. Avoid using colored paper or fancy graphics in your resume unless the job you are applying for is in a career area that might stress this type of formatting (art, graphic design, advertising, etc.) Always print resumes using a quality laser printer.

RESUME TIPS AND SUGGESTIONS

1. Final hiring decisions are rarely based solely upon the resume. The resume is your advertisement (just like the Nike swoosh or McDonald's arches) that will get you an interview. The resume should be a concise, factual, and positive listing of your education, employment history, and accomplishments.

2. Make sure your resume is **PERFECT!** It only takes one error in spelling, punctuation, or grammar to cause an employer to stop reading. Ask people to proofread your resume. Go over it with a fine tooth comb.

3. Limit your resume to one page. Only people with a great deal of related experience should have resumes longer than one page.

4. One inch margins around the page and blank lines between sections will make all the information easier to read. Use a 10-point font size minimum and avoid overuse of italics, bold, and underlining.

5. Since you probably have little work experience, you will want to emphasize your accomplishments in and out of the classroom. Volunteer activities, hobbies, sports, honor roll, and student organizations are things that help define who you are and should be highlighted. List only recent honors and awards unless they are specifically relevant to the position for which you are applying.

6. Present your job objective in a manner that relates both to the company and the job description.

7. **Sell yourself!** Create a good first impression by highlighting skills and abilities appropriate to the position. If you don't sell yourself, your resume will stay in the pile with all of the others. Separate yourself!

8. Tell the truth and nothing but the truth! Employers will pick up on "little" white lies when they interview you.

9 Choose your words carefully. In a resume, you need to sound positive and confident, neither too aggressive nor overly modest. Do not use "I." Each description of your responsibilities should begin with a verb. The following words and phrases are intended as suggestions for thinking about your experience and abilities:

   accomplish; achieve; analyze; adapt; balance; collaborate; coordinate; communicate; compile; conduct; contribute; complete; create; delegate direct; establish; expand; improve; implement; invent; increase; initiate; instruct; lead; organize; participate; perform; present; propose; reorganize; research; set up; supervise; support; train; travel; work (effectively, with others)

   For more action verbs, refer to the list of *Action Verbs to Strengthen Your Vocabulary*.

Fill in the Blank Resume Form

_____
your name, capitalized, boldfaced and 16 pt. font

_____
street address

_____
town, ME zip code

_____
home phone number

_____
email address

EDUCATION *(each heading should be in capital letters and boldfaced)*

Class of _____, _____ High School, _____, ME

Major area of study *(or coursework)*: _____

WORK EXPERIENCE *(list any job you have held)*

_____ - _____
job title *business name, location, dates*

_____
describe your position duties and skills learned using key verbs

_____ - _____

_____

SCHOOL ACTIVITIES *(list all sports, clubs, etc. you have been involved with)*

_____ (_____)
activity *number of years*
_____ (_____)

COMMUNITY ACTIVITIES *(volunteer work, etc.)*

_____ (_____)
activity *number of years*
_____ (_____)

AWARDS *(list any awards or special recognition you have received)*

_____ - _____
title of award *month, year*
_____ - _____

INTERESTS *(list a few of your hobbies if pertinent)*

_____

_____

ACTION VERBS TO STRENGTHEN YOUR RESUME

DECISION MAKING
ACCEPT
ACTIVATE
APPROVE
AUTHORIZE
DECIDE
RENDER
REQUIRED
SOLVE
TERMINATE
TEST

MANAGEMENT
ADJUDICATE
ANALYZE
ANTICIPATE
APPROVE
DIRECT
ESTABLISH
EVALUATE
EXECUTE
MANAGE
MEET
ORGANIZE
PLAN

CHANGES
ACTIVATE
COMPARE
CREATE
DESIGN
ESTABLISH
IMPROVE
MAKE
MODIFY
STIMULATE
UPGRADE

PERSONNEL
APPRAISE
DISCHARGE
EMPLOY
HANDLE
INTERVIEW
PROMOTE
RECRUIT
SCREEN
SEEK
SELECT
TRAIN
TRANSFER

SUPERVISION
ADHERE
ASSESS
ASSIGN
COUNSEL
DEFINE
DELEGATE
DEMONSTRATE
DEVELOP
ENCOURAGE
EXERCISE
FOSTER
MANAGE
MEET
PARTICIPATE
REPORT
REQUEST
SUPERVISE

ADMINISTRATION
ADMINISTER
ENGAGE
FURNISH
INSURE
JUSTIFY
PROCESS
PROCURE
PURCHASE
RECEIVE
RECLAIM
REJECT
REQUISITION
SECURE
SHIP
STORE
SUPPLY

RESEARCH
ANALYZE
COMPILE
DEFINE
DETERMINE
DEVELOP
EVALUATE
IDENTIFY
INVESTIGATE
PREPARE
PROPOSE
RECOMMEND
RESEARCH
REVIEW
SUBMIT

PLANNING & CONTROL
ACQUIRE
ALLOCATE
ASSUME
CONTROL
EXTEND
FORECAST
FORMULATE
MEASURE
MONITOR
PLAN
PROGRESS
SCHEDULE

HELPING
ARRANGE
ASSIST
CONTRIBUTE
COUNSEL
GIVE
GUIDE
INITIATE
SERVE
SOLVE

PERSONNEL
APPRAISE
DISCHARGE
EMPLOY
HANDLE
INTERVIEW
PROMOTE
RECRUIT
SCREEN
SEEK
SELECT
TRAIN
TRANSFER

COMMUNICATION
CONTACT
CRITIQUE
DECLARE
DISPLAY
INFORM
INTERPRET
ISSUE
SPEAK
TESTIFY
WRITE

EXTERNAL ACTIVITIES
COOPERATE
COORDINATE
NEGOTIATE
PUBLICIZE
REPRESENT
STRENGTHEN

Excerpted from *ACAP (Aroostook County Action Program) Workforce Development Center Resume*

Transferable Skills

For lists of transferable skills that you may be able to apply to your resume, check these sites:

- http://www.dwd.state.wi.us/dwd/publications/223e_28a.htm
- http://www.quintcareers.com/transferable_skills_set.html
- http://www.placementmanual.com/career/career-11.html
- http://www.d.umn.edu/student/loon/car/self/career_transfer_survey.html

[SAMPLE RESUME]

JESSICA NADEAU

42 Washington Avenue
Auburn, Maine 04240
(207) 555-5555
jnadeau@internet.com

Career Objective:	Computer support technician in central Maine
Education:	High School Diploma, June 2002 Edward Little High School G.P.A. 3.2 Class Rank: 45 out of 411 **Honors and Awards:** Honor Roll for last three semesters Perfect Attendance Award for the last two academic years **Relevant Courses:** Introduction to Computer Repair I Introduction to BASIC Database & Spreadsheets Word Processing I
Computer Experience:	**Neighborhood "Computer Expert"** - 2001-present. Performed troubleshooting for several friends and relatives who were having difficulty with their hardware or software. Resolved the issue 95% of the time. **Network Assistant (volunteer)** - Edward Little High School. September 2001-May 2002. Assembled 20 computers for new computer laboratory, loaded software on each one, and networked them.
Other Experience:	**Waitperson**, Rolandeau's, Auburn, Maine. Summer 2001. Provided efficient, friendly, quality service in busy fine dining atmosphere. **Child care provider –** Freeport, Maine. Summer 2000. Provided safe, warm environment for two children aged 4 and 7. Supervised their self-directed play, prepared meals and snacks, settled disputes, determined appropriate discipline, and followed bedtime routines.
Activities:	**Soccer Team** - 1998-2002 - Co-captain 2000-2002 **Civil Rights Team** - 2002 **Soup Kitchen Volunteer** - 1999-2001