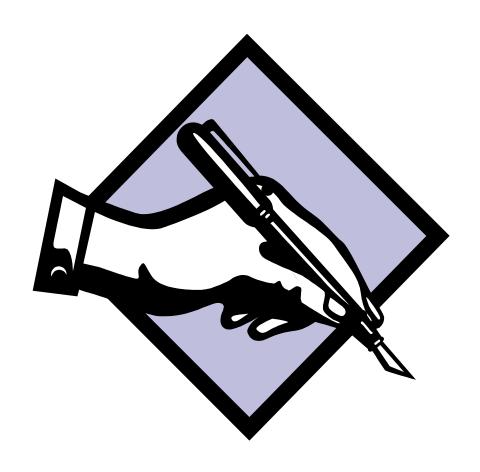
Loyola University Maryland The Career Center



EFFECTIVE RESUME WRITING

Contact Information:

thecareercenter@loyola.edu
(410) 617-2232
www.loyola.edu/thecareercenter

RESUME BASICS

What is a Resume?

- Marketing tool that actively sells your qualifications to a potential employer
- Summary of your educational background, experiences, accomplishments, and skills that is tailored to fit the career field in which you are searching

When to use a Resume

- Applying for jobs for the purpose of obtaining an interview
- Applying to graduate/professional schools
- Providing a summary of qualifications to your references and contacts
- Networking with potential employers

Basic Tips and Guidelines

- Typically one page long (2 pages optional Discuss with a Career Advisor)
- Use a laser printer (one is available for use in The Career Center)
- Use good quality white or off-white resume paper, 8 ½" x 11"
- Easy to read, brief, and concise while maintaining a consistent format
- Have your resume carefully proofread for errors do not rely solely on spell check
- Limit use of abbreviations
- Avoid the use of personal pronouns such as "I" or "my"
- Highlight major points in bold, italics, underlines or by capitalizing
- Highlight and expand upon experiences that are related to your career objective
- List education and work experiences in reverse chronological order
- Be specific when describing duties use action verbs and consider quantifying achievements
 (focus on accomplishments and results rather than routine job descriptions: for example, list the
 number of people supervised or amount of budget handled)
- If you are looking for different types of jobs, you may create slightly different resumes tailored to each job opening

The Career Center will be happy to critique your resume!

Email The Career Center at the career center @loyola.edu or drop off your resume at our Center and a Career Advisor will critique your resume within two business days. You can also make an individual appointment to meet with an advisor to review your resume. In addition, check with The Career Center for dates regarding Walk-In Career Advising Days and Resume Critique Wednesdays.

RESUME SECTIONS

❖ Identification

Name: capitalized, centered at top of page, 14 pt. font (recommended)

Address: include both permanent and campus address if applicable *Telephone*: home and/or cell, be sure to have a professional voicemail

Email: use Loyola email if possible or consider creating a new account for job search purposes

❖ Objective (optional)

You may include this section if you have worked out a clearly targeted objective. Make sure that the objective is relevant to the position for which you are applying. The following items may be included:

• *Title of position desired:*

Staff Accountant

Writing Intern

Management Trainee

• Environment or type of business desired:

Staff Accountant with a CPA firm

Writing Intern in a publishing house

Management Trainee for a retail store

Admission to an accredited Speech-Language Pathology graduate program

Geographical preference:

Position as a Staff Accountant with a CPA firm in the Baltimore/Washington DC area Writing Intern in a publishing house, willing to relocate

Management Trainee with a retail store in the northern Virginia area

& Education

The education section should precede experience as long as you are still in school. Typically, if you have recently graduated from college or graduated within the last three years, your education should remain at the top of your resume.

Loyola University Maryland, Baltimore, MD:

List educational institutions in reverse chronological order, most recent first.

Study Abroad:

International experiences should be consistent with your other education experiences. Include university name, location, dates, and concentration. You can include a bullet with unique opportunities or coursework completed (i.e. Staying with a native family).

High School:

Include your high school if (a) the school is prestigious, (b) you have strong academic or extracurricular achievements worth noting or (c) you were active in high school and are not in college.

Degree(s)/Major(s)

Include "Bachelor of Arts, Science, Business Administration..." and your specialization or concentration as well as any minors. If you are still an undergraduate you may say "Candidate for Bachelor of Arts in..., date" or "Bachelor of Arts in..., expected date".

If you are a business major, include "The Joseph A. Sellinger, S.J., School of Business and Management (AACSB Accredited)." Be sure to know that AACSB stands for the Association to Advance Collegiate Schools of Business.

• *GPA*:

Include your GPA if it is 3.0 or above. Be sure to clarify the GPA that you are listing (Overall, Major). If you decide to list your Major GPA, consult the college handbook for assistance on this calculation.

• Relevant Courses:

Seniors may list courses that are above and beyond the curriculum requirements that may be related to your objective. For example, if you are a philosophy major seeking a counseling position, you may include psychology coursework. Freshmen, sophomores, and juniors may list any classes taken so far that are relevant to the position.

• Honors and Awards:

Awards, scholarships, Dean's list, and other academic honors may be listed. Include dates.

• Academic Organizations:

Clubs or organizations such as the Financial Marketing Association, Psi Chi, etc...may be listed. Include dates.

***** Experience

As a student or recent graduate, employers understand that your most valuable or relevant experiences may occur in internships, volunteer work, or other extracurricular activities.

• What types of experiences to include?

Paid, unpaid, internships, extracurricular activities, volunteer, leadership, and research work are all appropriate.

• Reverse chronological order

List your most recent job experiences first.

• Relevant and additional experience

It may be beneficial to categorize your experiences into those which are relevant to the position you are seeking and those which are additional.

• Important information to include

Select a consistent format for your experience section including the name and location of the organization, dates of employment, and title. You may choose to make the company name or title stand out using bold, italics, underline or caps. Remember, be consistent.

• Describing duties and accomplishments

Use strong action verbs (see page 6 & 7 for examples) such as "edited", "collaborated", "researched", etc... Try and be specific when describing your responsibilities and quantifiable results and accomplishments wherever possible. Make sure to use the correct verb tense (present tense for current positions and past tense for previous positions). Avoid using "Responsible for..." and "Responsibilities include...".

Be concise

Use phrases and clauses rather than complete sentences.

Activities

You can separate your activities from your experience section. Consider including dates and locations when appropriate. You may include the following:

- Extracurricular Activities
- Leadership Positions
- Service Activities

Skills

If specific skills are necessary to the position or distinguish you from other candidates, you should include them. Possible skills include:

- Computer applications (Microsoft Word, PowerPoint, etc...)
- Programming languages
- Foreign languages (conversational, fluent, etc...)
- Laboratory skills
- Certifications

Interests

Listing three to five interests or hobbies is generally a good idea. Employers may use them as an icebreaker during an interview.

References

The phrase "References available upon request" is optional. Create a list of three to five references-faculty members, former employers, and professionals in the field you wish to enter may be used. Be sure to ask permission to use their name and provide them with a copy of your resume. On a separate sheet of paper, the same paper as your resume, include:

- Name of Reference
- Title
- Company
- Address
- Phone
- Email

Please refer to page 17 for a sample reference page.

ACTION VERB LIST

Management skills	Communication skills	Clerical or detailed skills
administered	addressed	approved
analyzed	arbitrated	arranged
assigned	arranged	catalogued
attained	authored	classified
chaired	corresponded	collected
consolidated	developed	compiled
contracted	directed	dispatched
coordinated	drafted	executed
delegated	edited	generated
developed	enlisted	implemented
directed	formulated	inspected
evaluated	influenced	monitored
executed	interpreted	operated
improved	lectured	organized
increased	mediated	prepared
organized	moderated	processed
oversaw	motivated	purchased
planned	negotiated	recorded
prioritized	persuaded	retrieved
produced	promoted	screened
recommended	publicized	specified
reviewed	reconciled	systematized
scheduled	recruited	tabulated
strengthened	spoke	validated
supervised	translated	, and account
000000000000000000000000000000000000000	wrote	
Research skills	Technical skills	Teaching skills
clarified	assembled	adapted
collected	built	advised
critiqued	calculated	clarified
diagnosed	computed	coached
evaluated	designed	communicated
examined	devised	coordinated
extracted	engineered	developed
identified	fabricated	enabled
inspected	maintained	encouraged
interpreted	operated	evaluated
interviewed	overhauled	explained
investigated	programmed	facilitated
organized	remodeled	guided
reviewed	repaired	informed
summarized	solved	initiated
surveyed	trained	instructed
systematized	upgraded	persuaded
Systematized	apsiacci	set goals
		set goals stimulated
	l	Surraiaca

Financial skills	Creative skills	Helping skills
administered	acted	assessed
allocated	conceptualized	assisted
analyzed	created	clarified
appraised	designed	coached
audited	developed	counseled
balanced	directed	demonstrated
budgeted	established	diagnosed
calculated	fashioned	educated
computed	founded	expedited
developed	illustrated	facilitated
forecasted	instituted	familiarized
managed	integrated	guided
marketed	introduced	referred
planned	invented	rehabilitated
projected	originated	represented
researched	performed	-
	planned	
	revitalized	
	shaped	

Adapted from Boston College Career Center homepage.

SALLY P. SPEEKS-HEARS

18 LANGUAGE LANE • FANWOOD, NJ 07023 908-XXX-XXXX (H) • 908-XXX-XXXX (C) SPSPEEKS-HEARS@LOYOLA.EDU

OBJECTIVE

Seeking admission into a competitive ASHA-accredited graduate program in Speech-Language Pathology.

EDUCATIONAL BACKGROUND

Loyola University Maryland: Baltimore, MD, September 20xx-December 20xx

- Bachelor of Arts, Speech-Language Pathology/Audiology
- Cumulative GPA: 3.989, Major GPA: 4.0
- NSSHLA National Student Speech Hearing Language Associate, Member, Fall 20xx Present

HONORS AND AWARDS

Academic:

- Phi Beta Kappa, 20xx
- Speech-Language Pathology/Audiology Honor Society, 20xx
- Honors Convocation Achievement in Speech-Language Pathology/Audiology Award, 20xx-20xx
- Dean's List, 20xx-20xx
- Loyola University Maryland Presidential Scholarship, 20xx-20xx

Leadership:

- Alpha Sigma Nu, the National Jesuit Honor Society, 20xx-20xx
- Magis Scholar-Leader Award, 20xx-20xx
- Student Advisory Panel for the Dean of the College of Arts and Sciences, 20xx
- National Residence Hall Honorary, 20xx
- Emerging Women Leaders Workshop, 20xx
- Emerging Leaders Conference, 20xx

PROFESSIONAL EXPERIENCE

Audiology Intern. McManus Speech, Language, and Hearing Clinic at the Loyola University Clinical Centers: Baltimore, MD, September-December 20xx

- Performed audiometric testing procedures including otoscopy, tympanometry, pure tone audiometry, and speech audiometry under the supervision of Kathleen Ward, M.S., CCC-A.
- Created professional written reports describing the methodology and results of administered tests.

Classroom Assistant. Maryland School for the Blind: Baltimore, MD, January-April 20xx

- Encouraged teenagers with multiple disabilities to communicate verbally and manually.
- Explained visual media including movies to students with visual impairments.
- Fostered fine motor skill development by engaging students in board games.

Classroom Assistant. Guilford Elementary School: Baltimore, MD, September-December 20xx

- Provided 5th grade students with personal feedback on their reading and writing abilities.
- Worked in coordination with the Guilford Community Partnership Coordinator to implement the "Caught Ya!" Program, which rewards students for displaying positive personality traits, and volunteered at Loyola-sponsored reward programs for honorees.

SALLY P. SPEEKS-HEARS

Page 2

RELEVANT ACTIVITIES

Vice President, Loyola Chapter of NSSLHA, 20xx-20xx

- Participated in the 2007 Walk Now for Autism and collected donations for autism research.
- Organized a change drive to purchase bilingual books for elementary school students at Archbishop Borders School and personally presented the books to a preschool class.
- Organized a student-faculty brunch and a graduate school night to help prospective Speech-Language Pathology/Audiology graduate students navigate the application process.

Member, Loyola Chapter of Operation Smile, 20xx

- Raised funds and awareness for this international organization which provides reconstructive surgeries for children with facial deformities including cleft lip and cleft palate.
- Volunteered at the annual gala for *Doctors Across the Americas*, a non-profit organization that sponsors medical missions to impoverished communities in North, Central, and South America.

Language Intern, The Ark, short-term daycare for children whose families are homeless or recovering from addiction, 20xx

• Interacted with preschoolers during classroom activities to support language and social skill development in preparation for kindergarten.

WORK EXPERIENCE

Resident Assistant. Loyola University Maryland: Baltimore, MD, September 20xx-December 20xx

- Developed a safe and inclusive community among residents of various class years in a residential setting.
- Planned and implemented several social, educational, and area-wide programs on a monthly basis.
- Enforced college policies and documented violations of the Student Code of Conduct.

Senior Counselor. Camp Star: Rahway, NJ, Summer 20xx

- Supervised and interacted with teenagers with developmental disabilities including mental retardation, autism, and ADHD at a day camp sponsored by the ARC, the Association of Retarded Citizens.
- Completed training in CPR, Preventing Abuse and Neglect, and Crisis Response.

Office Assistant. Accent On Hands: Westfield, NJ, Summers 20xx-20xx

- Performed administrative duties including filing, billing, scheduling, and word processing for a private practice offering occupational therapy, physical therapy, and speech therapy.
- Greeted patients and provided them with heat packs and paraffin wax prior to therapy.
- Served as an aide for the Handwriting Club, a group designed to improve children's fine motor skills.

Lifeguard/Swim Instructor. Highland Swim Club: Scotch Plains, NJ, Summers 20xx-20xx

• Provided daily swim lessons for three- to six-year-old children.

EXTRACURRICULAR INVOLVEMENT

Volunteer, Beans & Bread, 20xx

Participant, Project Mexico International Immersion Program, 20xx-20xx

Volunteer, Care-A-Van, 20xx

Volunteer, Community Service Council, 20xx-20xx

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REFERENCES

Kathleen Siren, Chair Loyola University Maryland Department of Speech-Language Pathology/Audiology 4501 North Charles Street Baltimore, MD 21210 (410) 617-1000 ksiren12@loyola.edu

Linda Rosendall, Director of Education Maryland School for the Blind 3501 Taylor Avenue Baltimore, MD 21236 (410) 444-5000 lrosendall@msb.org

Peter Paquette, Assistant Director Loyola University Maryland Office of Student Life 4501 North Charles Street Baltimore, MD 21210 (410) 617-9000 plp@loyola.edu