



THE RESUME

A resume is a positive outline or written summary of an individual's background. It should address your qualifications for a job through sections such as education, experience and extracurricular activities. Utilizing these sections, the resumé's purpose is to stimulate the interest of an employer and to show how you would be of value to them.



INDIVIDUAL RESUME SECTIONS

* There is no set order for resumé sections. The order of the sections as listed below is a common way to organize your resumé, but you should use whatever order works best for you.

HEADING: Includes name, address and phone number. If you have a temporary and permanent address, then list both (include the date you are leaving the temporary address if you know it). FAX and e-mail addresses are also appropriate for this section.

OBJECTIVE: The objective statement is optional but highly recommended. This statement lets the employer know what you are looking for and gives your resumé focus. The task is then to support your objective through the rest of the resumé. When developing an objective, try to be as specific as possible. "A position as a Market Analyst" is more specific than "A position in business." It is perfectly fine to have different objectives for different jobs you apply for but don't list two objectives on the same resumé. Also, avoid clichés such as "Seeking an entry level position..." or "Desire an interesting position with opportunity for advancement." Be as specific and to the point as possible. If you are unsure about your objective, visit the Career Services Office for help.

EDUCATION: This section contains a brief history of your educational background. It can include name of school, degree, major, and date graduated. Put your most relevant degree first, and list only those institutions where you have received a degree (unless one is currently in progress). Omit high school information unless it is extremely relevant. Other items that can be added are concentrations, minors, grade point averages, academic honors and awards, or certifications.

EXPERIENCE: This section describes any relevant full-time, part-time or summer jobs, as well as internships, research projects and volunteer work. Remember to emphasize duties, responsibilities, accomplishments, skills and abilities related to the position for which you are applying. Use **action verbs** to start your descriptions (*planned, coordinated, supervised...*), and try to be specific and concrete with your examples. For instance, an education resumé description that is general, e.g. "Created a learning center," can be made much more specific as, "Created a learning center called 'Crazy Colors' to reinforce a unit on rainbows." Don't sell yourself short. Show all the skills, talents and abilities that make you an excellent candidate for employment! *For more tips on how best to describe employment experience as well as a list of helpful action verbs, please see the reverse side of this page.*

OPTIONAL HEADINGS OR SECTIONS



RELEVANT COURSEWORK: This can be a separate section or merely listed in your education section. The relevant coursework section supports your objective through coursework that directly relates to the position you are seeking. This can be an effective section if you do not have much work experience to back up your objective.

SPECIAL PROJECTS: This area is frequently overlooked since it often is a part of one's college curriculum. However, if it relates to your objective, this is an excellent way of demonstrating accomplishments and experience. This can be a separate section or listed under your education heading. Make sure to describe the projects in detail.

SKILLS: These are skills that relate directly to your objective. A good example is "computer skills," which is relevant in just about every area. Other examples include a foreign language, specialized training or experience with various equipment.

ACTIVITIES: The activities section can include many items, such as relevant clubs, intramurals, student organizations or volunteer work. Include offices held and, if directly related to your objective, descriptions of your responsibilities and accomplishments. The activities section is often located near the bottom of the resume.

HONORS AND AWARDS: If you possess more than one of these, you can create a section to highlight them. Of course, they should apply to your objective.

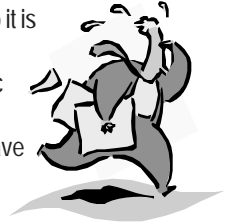
PROFESSIONAL AFFILIATIONS: This includes any membership in a relevant professional organization. If you are still a year away from graduating and are not yet a member of a professional organization, you might consider joining one related to your career path or goal.

CREATING YOUR RESUME

Quick Tips:

- Make sure your relevant experience statements are specific. For example, "Taught lesson plans" is not as descriptive as, "Developed and taught a unit on fractions utilizing hands-on activities."
- Vary your action verbs. Do not start each sentence with the same verb.
- Concentrate on describing all relevant experience thoroughly.
- Don't start descriptions with "I."
- Use present tense verbs when you are still currently in a position and past tense verbs for past experiences.

- Use action verb phrases to describe your experience.
- Make sure there are no typographical errors or misspellings. Use correct grammar.
- Develop and maintain a consistent, orderly and professional presentation throughout your resumé.
- Use quality bond resumé paper. Stick to conservative colors (ivory, off-white, light gray, light blue).
- Don't staple your resume (if more than one page) or staple your cover letter to the resume.
- Use computer technology (bold, italics, laser printing, etc.) to make your resumé attractive to the eye and easy to scan.
- Employers may spend less than 30 seconds reading your resumé, so it is imperative that you emphasize your strongest skills, experiences, accomplishments, abilities, etc., that relate to your objective. Be specific when describing them.
- Keep your resumé to one or two pages. Only go two pages if you have so much relevant experience that it fills over half the second page.
- Contact the Career Services Office for further assistance.



USING ACTION VERBS

When describing prior job experience or relevant skills on your resume, it is important to use statements that fully support your job objective. The use of action verb statements is a highly effective resume writing technique to emphasize the strengths and qualifications you possess. Remember, don't sell yourself short. Use this handout to showcase your talents.

To begin building your action verb statements, write down your experiences in complete sentences starting with the pronoun "I." For instance, a statement might read, "I created a display for a promotional event." Now drop the "I" and begin the statement with an action verb. The above statement may now read, "Created a display titled 'Stay Healthy' to promote National Wellness Week." Other examples of action statements are:

- "Supervised and trained a staff of 10."
- "Facilitated a field trip to Yellowstone National Park."
- "Reorganized filing system resulting in more efficient operation."
- "Coordinated publication and distribution of a weekly newsletter for students."
- "Participated in parent/teacher conferences."
- "Managed the budget for all operations and prepared monthly reports."

COMMONLY USED ACTION VERBS

The following is a sample list of verbs commonly used in writing a resume.

Accomplished	Conceived	Distributed	Implemented	Moderated	Produced	Selected
Achieved	Condensed	Documented	Improved	Modified	Programmed	Sold
Acquired	Conducted	Edited	Incorporated	Monitored	Promoted	Solicited
Added	Constructed	Effected	Increased	Motivated	Provided	Sorted
Adjusted	Contributed	Eliminated	Indexed	Negotiated	Purchased	Standardized
Administered	Controlled	Enlarged	Individualized	Notified	Raised	Started
Advised	Coordinated	Equipped	Initiated	Opened	Received	Strengthened
Altered	Converted	Established	Inspected	Operated	Recorded	Succeeded
Analyzed	Counseled	Evaluated	Installed	Ordered	Recruited	Supervised
Anticipated	Created	Examined	Instigated	Organized	Reduced	Surveyed
Approved	Decreased	Expanded	Instituted	Originated	Reorganized	Systemized
Arranged	Delegated	Followed	Instructed	Oversaw	Researched	Taught
Awarded	Delivered	Formulated	Insured	Participated	Reshaped	Tested
Built	Demonstrated	Generated	Interpreted	Performed	Revamped	Trained
Catalogued	Designed	Governed	Introduced	Planned	Reviewed	Transferred
Chaired	Determined	Grouped	Invented	Prepared	Revised	Upgraded
Collected	Developed	Guided	Investigated	Presented	Saved	Utilized
Combined	Devised	Handled	Lowered	Presided	Scheduled	
Compiled	Directed	Harmonized	Maintained	Processed	Secured	
Completed	Displayed	Illustrated	Managed			

The Career Services Office encourages students to set up an appointment with a Career Services staff member to go over their resume.

Career Services Office

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<http://www.usca.sc.edu/careers>

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