

THE RESUME

The resume is your primary sales tool. It allows you to present your best characteristics and past successes to an employer in ways which demonstrate your potential for further success. The resume should show a sense of career direction, present your responsibilities and achievements, and reflect examples of your transferable skills.

The actual preparation of the resume forces you to analyze your strengths and weaknesses, to clearly define your career goal, and to relate your background to the position you are seeking. Your resume will reveal your ability to organize and present data, the style and level of your writing skill, how well you know yourself, and your understanding of the job market and where you fit in.

There is no single prescribed format. If there were, everyone would appear stereotyped, and this is what you want to avoid. You want to come across as an individual with unique qualities who stands out above your competitors. Creativity and individual considerations are critical in developing the content and format of the resume. There are, however, a number of components common to most resumes.

IDENTIFICATION (do not use as a heading). This includes your full name, address, phone number, email address, both temporary/campus and permanent addresses if necessary. Be sure to include zip codes and area codes. Do not include personal details such as height, weight, age, marital status, race, religion, or health. These are usually irrelevant or illegal as selection criteria. Also, do not include a photograph with your resume.

CAREER OBJECTIVE. The career objective should be a clearly defined, concise statement. It can be the single most important part of your resume since all the information that follows will be geared to support it. You need to strike a balance between being overly specific or too vague. Avoid ambiguities such as "seeking a challenging position with a major company that will afford me an opportunity to utilize my education and experience." This is meaningless.

Remember, it is critical to design your resume to suit the type of position you are seeking. If you are considering several different positions or one or more fields, you would be wise to write a different resume with an appropriate objective for each career field. (*See page 7 for more information on career objectives.*)

EDUCATION. List the highest-level degree first. Include the name of the college, degree, major and date of graduation. If graduation is more than a year away, you can say "Expected Graduation: xxxxx ". For freshmen and sophomores, you can indicate the semester you started to "present". With regards to GPAs, the general recommendation is, if it is 3.0 or higher (overall and/or in your major) you may want to include it.

You should also include any concentrations, options, or minors that you are pursuing as well as participation in an honors program or study-abroad program.

The education section need not be restricted to formal degree programs. For example, certificates, special educational programs or workshops can be listed. However, it is not necessary to list other universities that you attended unless you completed a program.

Significant courses related to a career goal which would not typically be associated with a certain major should be profiled. For example, if your major was History and you are applying

for a job as a Personnel Trainee, you may want to list job-related courses taken outside your specialty such as Industrial Relations, Organizational Behavior, and Personnel Management.

An alternative to listing course titles is to instead, present “Educational Highlights”; things you actually learned in your courses that would be useful for an employer to know. For example:

- Developed editorial writing skills using a critical thinking model to analyze social issues.
- Studied the major theories of learning and their use in the design of psycho-educational techniques.
- Knowledgeable of current auditing practices within the public accounting profession as well as operational auditing practices, risk analysis and statistical sampling techniques.
- Studied the physiological and psychological effects of prescription, over the counter, and illegal drugs, theories of addiction and methods of rehabilitation.
- Gained a basic understanding of the nature of juvenile delinquency, theories of causation, methods of treatment, and suggested methods of prevention.
- Developed laboratory skills in the following areas:
 - Gel electrophoresis and SDS PAGE
 - Biochemical assays
 - Protein purification and western blotting
 - Staining techniques and motility determination
 - Invertebrate analysis through dissection
 - Thin layer and gas chromatography
 - Infrared spectrophotometry
 - DNA isolation, restriction digestion, DNA purity and quantification

An excellent resource for this kind of information is the course syllabus which generally lists the objectives or learning outcomes for the class. Just be sure that you accurately describe your level of knowledge in a particular area and that you are able to discuss each “highlight” that you present. (See *sample on page 16 and the comparison between resumes on pages 17 and 18.*)

Significant projects done for a class can also be presented on the resume - either as its own category or under “Education” or “Experience.” (See *resume samples on pages 19 and 20.*)

A note about high school information: Generally, college juniors and seniors do not include high school information. Exceptions can be made for individuals who want to work in their home area and wish to note that they attended secondary school in the region. Also, students pursuing careers in elementary or secondary education may want to include high schools on their resume, especially if they want to teach in that particular school district. However, keep in mind that this may not always be considered a “plus” by the prospective employer.

EXPERIENCE. In any experience section, positions are usually sequenced chronologically (most recent first), but can be in order of significance (most important first).

If you have experiences which directly relate to your career goals, a "Related Experience" section should be included. It is important to note that not all students will include such a section in their resumes. Related experience does not necessarily have to be paid employment and could include student teaching, internships, summer management traineeships, or volunteer experience.

A significant amount of community service may warrant its own section, and the same can be said for extensive international experience. (See *sample on page 14.*)

For each experience, indicate the function (position title), organization, location (town, state), and dates (month & year), followed by a description of the position.

If you have un-related experiences, you can include an "Other Experience" section if you feel it adds value to your qualifications. If you have no related experience, prepare a simple "Experience" or "Employment" section which presents part-time or summer jobs in the same manner as above.

Descriptions should be specific and include responsibilities, accomplishments and skills used. Be sure to include information that is relevant to the position you are seeking.

Education majors should describe their student teaching experience in detail including grade level, subjects, teaching methods, classroom management strategies, use of technology, etc. (See samples on pages 11 and 12.)

When describing "un-related" experiences, try to identify skills which are transferable to your career goal. Accentuate your most marketable skills and accomplishments. Eliminate minor details. Avoid statements such as "Duties included" or "Responsible for". Do not use complete sentences. Use concise phrases beginning with action verbs (See page 8 for a list of action verbs.) Your resume becomes more precise and therefore more meaningful to employers through the use of these action verbs. "Established", "coordinated", "developed" have much more impact than the weaker "worked with". Whenever possible, use numbers, percentages or dollars to quantify and clarify information.

Descriptors may also include observations and knowledge acquired, especially when describing an internship where your actual "hands-on" activities may be limited.

Explain all relevant background in a way that will mean something to a prospective employer.

OPTIONAL CATEGORIES. Your particular list of accomplishments may make it desirable for you to add one or more of the following categories to your resume:

SPECIAL SKILLS and/or INTERESTS. Higher-level skills and interests such as bilingual ability, computer knowledge, artistic ability, international or extensive travel, etc., can be assets. Skills developed through activities could also be highlighted. For example:

Leadership Skills

- Chaired a special-events committee that planned annual fundraisers, educational and cultural programs.
- Represented 2,500 students on committee involving university policies and procedures.
- Appointed to Haven League and served as an LHU ambassador
- Supervised 20 student volunteers participating in a Habitat for Humanity Collegiate Challenge over Spring Break.

Organizational Skills

- Assisted in registering 21,000 runners for the March of Dimes "WalkAmerica".
- Selected and collaborated with professional convention planners and caterers for events.
- Organized fundraising dinners for charitable causes on limited budget.
- Coordinated arts and craft activities for the annual Children's Festival.

Include any "extras" that you know will enhance your qualifications for the position.

ACTIVITIES and/or MEMBERSHIPS. Collegiate as well as civic activities and professional affiliations should be included if you feel that they will reflect positively on your candidacy. Leadership positions or other responsibilities should also be shown in conjunction with an activity.

HONORS and/or AWARDS. This category deserves inclusion if you have several achievements that distinguish you from the average person. For example: consistent or recent inclusion on Dean's List; awards or scholarships for academic achievement; other special recognition by campus; community, or national organizations. If you do not have enough items to justify such a category, you can have a combined section such as "Honors and Activities" or distribute the data under another appropriate heading, i.e. "Education".

REFERENCES: This is the last section of the resume and should simply indicate that references are available and/or how they may be obtained. Example: "References Furnished Upon Request." Or, "References available from the Career Services Office, Lock Haven University of PA, Lock Haven, PA 17745, 570-893-2181". Then, prepare a separate sheet that says "References for *your name*" at the top followed by the name, title, organization, mailing address, telephone number and email address for each of your references. Be sure you have their permission to use their name as a reference.

GUIDELINES FOR PREPARATION

- First recommendation: Do NOT use a resume template! They limit your ability to put your best foot forward and highlight your key qualifications. They also wind up looking all the same and employers do not like them.
- Usually, a one page resume is sufficient for a new college graduate, but there are always exceptions. If two pages are necessary, be sure to include your name on the second page.
- Experiment with the arrangement of headings, captions, and text to find the best overall appearance and readability. Be consistent in the use of indentations, underscoring, bolding, and capital letters.
- Do not use the first person "I" in the text. Use incomplete sentences beginning with "action verbs". Be sure to use the correct tense.
- Avoid the use of slang. Do not abbreviate.
- Use font size 10 - 12, depending on the font style.
- Proofread and check for spelling and grammatical errors. Don't rely on Spellcheck!
- Have someone else read it and critique it as to content. If possible, have someone in your field review it for accuracy.
- The quality of the printing is important. It must be clean, neat, and easy to read. For best results use a laser printer. Use good quality paper. Variations to the traditional white paper could be cream, light gray or light blue. When you buy your paper, purchase enough for your cover letter and get matching envelopes.

Remember: Your resume is your distinctive advertising brochure. It should be a reflection of you, your personality, creativity, and ability to express yourself. An effective resume is the key that opens a door for an interview.

ALTERNATIVE TYPE OF RESUME - FUNCTIONAL RESUMES

An alternative to the traditional chronological resume is to produce a resume reflecting "functional skills." The functional resume goes beyond simply outlining education and experience. It enables you to focus on your transferable skills - those aptitudes and talents that can be applied to a number of situations. This style de-emphasizes chronological listings and emphasizes qualifications, skills and related accomplishments. Skills are organized into categories that tell employers what you will be able to do for them. Specific evidence reflecting each skill should be provided.

When to Consider a Functional Format

Among jobseekers who should consider a functional format:

- College students with minimal experience and/or experience unrelated to their chosen career field.
- Job-seekers whose predominate or most relevant experience has been unpaid, such as volunteer work or college activities (coursework, class projects, extracurricular organizations, and sports).
- Those with very diverse experiences that don't add up to a clear-cut career path.
- Career-changers who wish to enter a field very different from what all their previous experience points to.
- Those with gaps in their work history, such as homemakers who took time to raise a family and now wish to return to the workplace. For them, a chronological format can draw undue attention to those gaps, while a functional resume enables them to portray transferable skills attained through such activities as domestic management and volunteer work.
- Military transitioners entering a different field from the work they did in the military.
- Those who performed very similar activities throughout their past jobs who want to avoid repeating those activities in a chronological job listing.
- Job-seekers looking for a position for which a chronological listing would make them look "overqualified."
- Older workers seeking to deemphasize a lengthy job history.

Functional Resume How-Tos

Functional resumes rely on strategically grouping key skills into different categories to demonstrate a candidate's qualifications and expertise for a particular job. This skills-based focus allows you to emphasize your strengths and soft-pedal a flawed or absent employment record. *(See resume samples on pages 21 and 22.)*

Sample Skill Categories with Corresponding Action Verbs

Communication / Interpersonal Skills

- Addressed
- Advocated
- Authored
- Coached
- Corresponded
- Demonstrated
- Directed
- Discussed
- Drafted
- Edited
- Facilitated
- Interacted
- Persuaded
- Taught
- Translated

Critical Thinking / Problem Solving / Research Skills

- Adapted
- Analyzed
- Clarified
- Compiled
- Consulted
- Critiqued
- Defined
- Determined
- Evaluated
- Identified
- Interpreted
- Investigated
- Researched
- Resolved
- Reviewed

Management / Organizational / Administrative Skills

- Assigned
- Chaired
- Coordinated
- Delegated
- Developed
- Directed
- Established
- Evaluated
- Executed
- Increased
- Led
- Organized
- Planned
- Prioritized
- Supervised

The actual "Employment History" section of a functional resume is typically brief with a simple list of positions held, company names and employment dates at the bottom of page one or on page two to de-emphasize their importance. Occasionally some of this information is even intentionally omitted altogether.

More information and sample resumes, are available in the Career Services Office and on the Career Services website: www.lhup.edu/career.

Developing the Career Objective

The format for the career objective can be arranged to a person's unique background or wishes, and is of great help in organizing this difficult portion of the resume.

At the simplest level, the career objective may be stated as a professional designation, followed by a specialty area in that field. e.g. Electrical Engineer - Research & Design, or Public Accountant - Auditing and Taxes, or Sales Representative - Industrial Hardgoods and Equipment.

The next level of sophistication in a career objective statement may simply state that an entry-level position is desired, followed by a comment on the functional area of work, e.g. Entry-level Bank Management Trainee-Loans, or Entry-level Store Management Trainee-Merchandising, or Social Service Trainee-Child Welfare.

After these simple formats, the matter becomes more difficult. There are a number of ways to organize career objectives.

The Short-Term/Long-Term Format

Immediate Objective: Entry-level Accounting Trainee with an Industrial Firm.

Long-Term Objective: Progression to Comptroller function, with responsibilities for a number of accounting systems and policy responsibility for fiscal affairs of a corporation.

The Functional Format

Functional Work Objective: Position that includes responsibilities for systems analysis and creating data systems for maintenance of records, evaluation of programs, and projection of future sales trends.

The Skills Format

Skills Objective: Position that requires knowledge of decision-making models, and application of models to marketing and production planning.

Functional/Industrial Format

Functional/Industrial Objective: General Sales Representative with company that produces soap, toiletry, or food products.

Skill/Industrial Format

Skills/Industrial Objective: Position that requires knowledge of COBOL, RPG II, and BASIC, and that requires sales/customer service abilities in the software industry.

When functional or skills types of objectives are used, the work experience section or the education section of the resume should reflect the abilities and wishes set forth in the objective statement.

Career objective statements should avoid terms such as: opportunity for advancement; a challenging position; position dealing with people; a progressive company; position that requires creativity; a company that recognizes...; a chance to...

While these terms may sound nice to the job applicant, they have little meaning to the person who will make a decision for an interview invitation, and in fact may indicate that the candidate has no idea about objectives. The candidate who applies vagueness will get a vague response in return.

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ACTION VERBS

Here are over 180 action verbs and phrases that will be useful to you. Go through the list and see which ones you can use to give punch to your resume writing.

accomplished	developed	introduced	scheduled
achieved	devised	invented	schooled
acted	diagnosed	investigated	screened
adapted	directed	launched	set
addressed	dispatched	lectured	shaped
administered	distinguished	led	skilled
advanced	diversified	maintained	solidified
advised	drafted	managed	solved
allocated	edited	marketed	specified
analyzed	educated	mediated	stimulated
appraised	eliminated	moderated	streamlined
approved	enabled	monitored	strengthened
arranged	encouraged	motivated	summarized
assembled	engineered	negotiated	supervised
assigned	enlisted	operated	surveyed
assisted	established	organized	systemized
attained	evaluated	originated	tabulated
audited	examined	overhauled	taught
authored	executed	oversaw	trained
automated	expanded	performed	translated
balanced	expedited	persuaded	taught
budgeted	explained	planned	trained
built	extracted	prepared	traveled
calculated	fabricated	presented	trimmed
catalogued	facilitated	prioritized	upgraded
chaired	familiarized	processed	validated
clarified	fashioned	produced	worked
classified	focused	programmed	wrote
coached	forecast	projected	
collaborated	formulated	promoted	
collected	founded	provided	
compiled	generated	publicized	
completed	guided	purchased	
composed	headed up]	recommended	
computer	identified	reconciled	
conceptualized	illustrated	recorded	
conducted	implemented	recruited	
consolidated	improved	reduced	
contained	increased	referred	
contracted	incorporated	regulated	
contributed	indoctrinated	rehabilitated	
controlled	influenced	remodeled	
coordinated	informed	repaired	
corresponded	initiated	represented	
counseled	innovated	researched	
created	inspected	restored	
critiqued	installed	restructured	
cut	instituted	retrieved	
decreased	instructed	reversed	
delegated	integrated	reviewed	
demonstrated	interpreted	revitalized	
designed	interviewed	saved'	

VICTOR L. BORDIGHERA

Home:

Box 1100
St. Louis, MO 63112
(314) 555-1212
Email: vbordighera@lhup.edu

School:

Box 233, High Hall
Lock Haven University
Lock Haven, PA 17745
570-893-0000

OBJECTIVE: To implement my education and background in business administration and finance in a marketing position.

EDUCATION: B.S. Business Administration, 1991
American International College, Springfield, MA
Major: Finance
Dean's List
Member Alpha Kappa Psi (Business Honor Society)

A.S. Business Administration, 1989
Community College of the Finger Lakes, Canandaigua, NY

EXPERIENCE: Counselor / Water Ski Instructor, Summers 1992-1993
Brant Lake Camp, Brant Lake, NY

- Provided leadership for 15 - 20 young campers, ages 7 - 15 years old
- Supervised and instructed waterskiing activities
- Advised directors on ski programs and other activities
- Made key operating decisions regarding skiing activities and competitions

Ticket Seller, Winter 1992
Park City Ski Area, Park City, Utah

- Utilized computerized system for ticket sales
- Initiated print and media promotions for the ski area
- Streamlined accounting procedures resulting in 30% savings of operating costs

Housing Assistant, Fall 1990 - Spring 1991
American International College, Springfield, MA

- Revamped housing procedures at Housing Officer's request, resulting in a more efficient and effective housing process.
- Located dormitory housing for students, satisfying economic and location needs
- Assisted with general office duties as needed

Waiter, Summers 1989-1990
Rocco's Pioneer Restaurant, Lake George, NY

- Provided directed customer service to a diverse clientele
- Gained a basic understanding of restaurant management

Sales Associate, 1988-1989
Maxxam Enterprises, Syracuse, NY

- Consistently met or exceeded weekly sales quota
- Recipient of "Employee of the Month" award

REFERENCES AVAILABLE UPON REQUEST

ASHLEY ELIZABETH EUBANKS

1408 NW 19th Street
Gainesville, Florida 32605

(904) 555-0014
aeubanks@lhup.edu

OBJECTIVE

Retail sales management

EDUCATION

Lock Haven University of Pennsylvania
B. S., Management, May 1999
Concentration: General Management

Dublin Business School, Dublin, Ireland, Fall 1998

EXPERIENCE

Customer Service Representative, Applewood, Ocala, FL. June 1999 - present

- Manage transactions and use accounting skills to compute daily revenue reports for a gift shop.
- Gained extensive knowledge of public relations skills with both coworkers and customers.
- Applied product knowledge and designing skills while creating seasonal displays.

Cashier/Waitress/Caterer, Fondu-Lock, Waldo, FL. Summers 1995 - 1998

- Developed culinary skills in catering while working in conjunction with owner in preparation and execution of events including receptions, business functions and private parties.
- Trained new employees.

ACTIVITIES

Marketing Club, Fall 1996 - Spring 1999

- Served as President, Vice-President and Treasurer.
- Developed organizational and budget planning skills while coordinating recreational and educational programs.

French Club, Fall 1996 - Spring 1999

- Participated in weekly meetings to further international communications skills.
- Organized a membership drive which resulted in a 150% increase in members.
- Represented the club on the Student Cooperative Council.

OTHER DATA

Working knowledge of Microsoft Word, Access, Excel and Publisher
Highly developed customer relations skills.
Proficiency in French.
Extensive travel throughout Europe while living in West Germany.

REFERENCES

Available from Career Services, Lock Haven University, Lock Haven, PA 17745. 570-893-2181.

JAMIE BOND

221 College Street
Any City, State 12345

(101) 555-0009
jbond@lhup.edu

- OBJECTIVE** Teacher: Elementary Education (3-6) or Reading (4-6)
- EDUCATION** University of Iowa, Iowa City, Iowa
Bachelor of Science, Education, May 2005
Major: Elementary Education
Minors: Reading and Special Education
GPA in Major: 3.7 Overall GPA: 3.5
- COURSE HIGHLIGHTS** Literature for Children Classroom Management
Language and Society Multicultural-Bilingual Education
Manual Communication Microcomputers for the Teacher
- WORKSHOPS** Project Wild (environmental education)
APL Classroom Management
Instructional Technology
- TEACHING EXPERIENCE**
- Student Teacher, 4th and 5th grades**, March - May 2005
Shimak Elementary School, Iowa City, Iowa
- Planned and taught an inquiry-based math program
 - Developed and implemented a language arts unit which integrated math and science
 - Organized and created learning centers and bulletin boards to reinforce concepts
 - Effectively used cooperative learning and higher order thinking strategies
 - Implemented and directed computer use in the classroom
 - Incorporated Writer's Workshop techniques
 - Collaborated with special education teachers to provide accommodations for students with learning disabilities
 - Team-taught social studies using trade and text books
 - Attended Madeline Hunter Effectiveness Teacher Training and implemented these techniques in daily teaching
 - Assisted with parent-teacher conferences and open house
- Student Teacher, Reading Clinic, 4th grade**, January - March 2005
Lincoln Elementary School, Iowa City, Iowa
- Developed, administered and scored an individualized Reading Inventory and Standardized Reading Inventory
 - Taught developmental reading to a group of nine fourth graders
 - Designed and maintained progress charts
 - Conducted a case study and made appropriate recommendations
 - Communicated with parents on a regular basis through weekly newsletter
 - Attended child study team meetings and staffing for learning disabled
- Private Tutor**, Iowa City, Iowa. Summer, 2004
- Provided individual instruction in reading and math for two third graders diagnosed with learning disabilities.
- COMMUNITY SERVICE**
- AmeriCorps Volunteer**, University of Iowa, September 2003 - May 2004
- Performed 500+ hours of community service
 - Organized a Literacy Fair and provided books for 30 children ages 7-12
 - Tutored and mentored over 60 children at the local elementary school
- Hospital Volunteer, Pediatrics**, University of Iowa Hospitals, 2001-2003
- Coach, Little League**, Iowa City, Iowa. Summers, 2001-2003
- CREDENTIALS** Career Services Office, University of Iowa, Iowa City, Iowa
Telephone: (101) 555-0001 FAX: (101) 555-0089

NICHOLAS TRESNAK

221 College Street
Any City, State 12345
(101) 555-0099

Email: ntresnak@lhup.edu

- OBJECTIVE** **Physical Education Instructor, grades K-12**
Adaptive Physical Education Instructor, Middle School
Extracurricular interests in coaching men's or women's tennis
- EDUCATION** Iowa State University, Ames, Iowa
Bachelor of Science Degree - May 1995
Major: Exercise Science with emphasis in Physical Education
Minor: Special Education
- LICENSURE** Iowa Professional Teaching License, Physical Education, grades K-12
Adaptive Physical Education Endorsement, grades K-8
State of Iowa Coaching Authorization
- STUDENT TEACHING** Elementary Physical Education, Edwards Elementary School, Ames, Iowa, 8/94-10/94
High School Physical Education, Ames High School, Ames, Iowa, 10/94-12/94
Adaptive Physical Education, Nevada Middle School, Nevada, Iowa, 1/95-3/95
- Taught students at all levels from kindergarten to high school seniors.
 - Used various teaching techniques to allow for differing learning styles.
 - Worked with adaptive physical education students and developed appropriate skill-level activities.
 - Established an active learning environment through positive feedback.
 - Assisted with the organization of the Heart Association's Jump Rope for Heart.
 - Observed special education classes and met with teachers to better serve adaptive physical education students.
 - Participated in coordination of the Fine Arts Festival at Edwards Elementary.
- PRACTICA** **Special Education**, Ames Middle School, Ames, Iowa, Fall 1993
Adaptive Physical Education, Parkview Middle School, Ankeny, Iowa, Fall 1993
- Gained experience working with children with special needs.
- Health Education**, Ankeny High School, Ankeny, Iowa, Spring 1992
- Developed and taught units on nutrition and drug and alcohol awareness.
 - Implemented pre- and post- tests to measure effectiveness of teaching techniques used to meet pre-determined learning objectives.
- COACHING** **Tennis**, Club Coach for University Athletic Club, Ames, Iowa, Summers 1993 - present
Tennis, Student Coach, Ankeny High School, Ankeny, Iowa, Spring 1994
Tennis, Private Coach, Ames and Ankeny areas, 1992 - 1994
- Provide individual and group instruction at all ability levels
- AWARDS** Iowa State tennis team: letter winner - 3 years; MVP - 1995
Nominated for the Big Eight Conference Athlete of the Year, 1995
University Student Award for Volunteer Service, 1994
(For volunteer service at Mary Greely Hospital, Boys' Juvenile Center, and the United Action for Youth Center)
- MEMBERSHIPS** American Alliance for Health, Physical Education, Recreation and Dance
Student Delegate, 1994 AAHPERD National Convention
Iowa Alliance for Health, Physical Education, Recreation and Dance
- REFERENCES** Career Services Office, Iowa State University, Ames, Iowa

Mary Lynne Sonders

651 Maple Street

Parson, MA 09876

555-555-5555

mlsonders@yahoo.com

Education Bachelor of Arts in Journalism/Mass Communications, May 2000

Desmond College, Desmond, MA

Minor in Speech Communications

GPA in Major: 3.45

Related Experience Promotional Writer/Producer – Director, WXYZ-TV, Parson, MA

October 2000 to present

- Write and AVID edit news teases, talent image spots, station image spots, and other promotion for the station
- Strategize/coordinate/market contests and special events including the Annual Riverfront Telethon and the Outdoor Life Fall Festival
- Direct/technical direct newscasts when needed

Director, WXYZ-TV, Parson, MA

September 1999 to October 2000

- Direct/technical direct live news broadcasts
- Make sure all production employees perform jobs properly when it's time to produce the news and hit the air

Intern, WXYZ-TV, Parson, MA

Summer 1999

- Wrote and produced public service announcements for the local FOX affiliate
- Experienced the roles of multiple functions including director, technical director, producer, and editor/avid editor
- Responsible for directing morning cut-ins by the end of internship

Desmond College

Fall 1997 – Spring 2000

- News Editor for the student newspaper, published weekly for 5000 readers
- Director and News Producer for *Desmond in Review*, biweekly broadcast for local community

Other Experience McDonalds, Parson, MA.

Summers 1995 - 1999

- Train new employees
- Open and close store
- Promoted to Crew Leader after one summer

Skills

AVID Editor

QuarkXpress

Microsoft Word

Off Line Editing

Media Composer

Excel

References Available Upon Request

SEAN SMITHSON
smithsonsean@yahoo.com

College Address:
3700 Locust Street, Box 151
Philadelphia, PA 19104
804-924-6550

Permanent Address:
423 Moseley Drive
Charlottesville, VA 22903
804-924-6550

OBJECTIVE

To obtain a position in program development/administration for an international non-profit organization

EDUCATION

THE UNIVERSITY OF PENNSYLVANIA, Philadelphia, PA
Bachelor of Science in Economics, May 1998
Major: Management Minor: International Business
GPA: 3.43

LONDON SCHOOL OF ECONOMICS, London, England, 1996-97
Studied management and international trade policy

INTERNATIONAL EXPERIENCE

Cabinet Officer, International Business Club, University of Pennsylvania, Philadelphia, PA - 1997-98
- Assisted in organization of forum for students interested in international careers
- Initiated a membership drive which increased membership by 55%
- Supervised a committee of 8 students responsible for publicity for club events

Administrative Assistant, International Visitors Center, Philadelphia, PA - Summer 1997
- Assisted in preparation of travel itineraries for foreign visitors to the City
- Inventoried supplies and established a system for monitoring and reordering
- Edited several publications and worked with printers to meet deadlines
- Performed general clerical duties

Study Abroad Participant, London School of Economics, London, England - 1996-1997
- Organized a two month trip through Europe for 6 individuals
- Managed day-to-day problems associated with travel
- Functioned well in new environment despite heavy course requirements
- Researched and wrote a paper comparing American and British management styles

International Travel 1991 - 1997
- Traveled to Hong Kong, Singapore, Japan, most European nations, Morocco and Egypt

OTHER EXPERIENCE

Self-Employed, Lickety Split Ice Cream Charlottesville, VA - Summers 1995 & 1996
- Founded street vendor business which sold ice cream. Made a profit of \$4,000 each summer

Volunteer, American Red Cross, Philadelphia, PA - 1996 to present

Volunteer, Project Hope, Charlottesville, VA - 1996 to present

References Furnished Upon Request

ELIZABETH BARTLETT

Email: emb33@hotmail.com

51 North Sixth Avenue

Oxbow, PA 12345

610-555-5555

OBJECTIVE

To work with special needs children in a human services or educational setting.

EDUCATION

University of Pennsylvania

B.A., Sociology, August 2000 (Summa cum Laude)

Clinical Sociology Track with a concentration in Interpersonal and Family Dynamics

GPA 3.69

Honors: Provost Scholar Alpha Kappa Delta Honor Society (Sociology)
 Dean's List Outstanding Graduating Senior

Relevant Coursework: Child Development Marriage and Family Relations
 Developmental Psychology Sociology of the Family
 Sociology of Child Abuse Abnormal Psychology
 Clinical Sociological Theory Clinical Sociological Practice

INTERNSHIP

Marlin Child & Family Services, Toledo, OH May – August 2000

- Gained experience working with children with autism and pervasive developmental disorders
- Worked one on one with exceptional children, ages three to seven, ranging in functional levels
- Participated in the planning and implementation of goals and objectives for a child with special needs
- Planned, led, and participated in group activities
- Managed and reduced problem behaviors
- Collected observational data and evaluated interventions used for individual children
- Conducted annual assessments of the children's progress
- Attended occupational therapy and speech therapy sessions
- Observed family therapy sessions
- Obtained strong knowledge of instructional methods and materials

RELATED EXPERIENCE

Art Instructor/Cabin Counselor, Camp Lohikan, Lake Como, PA Summer 1997

- Responsible for the well-being and safety of eight 9 year old girls for a two month period
- Served as a surrogate parent and created a caring and supportive living environment
- Successfully handled issues of homesickness, self-esteem, and motivation
- Initiated conflict management techniques
- Taught batik, silk-screen and tie-dye techniques, beading, macramé, papermaking, leatherwork, and drawing to campers ages 5 – 17
- Worked closely with Head Instructor in planning arts and crafts activities
- Co-supervised evening activities

JOSEPH DOUGLAS

670 Woods Close #6, Sedge Creek, MI 78797
555-345-4564 jdoe@aol.com

OBJECTIVE

A laboratory/research position with a pharmaceutical company

EDUCATION

Anywhere University, Anywhere, MI

B.S. Biochemistry, May 2000

GPA in Major: 3.35

Significant Courses:

Cellular and Molecular Biology
Biochemistry
Analytical Chemistry
Advanced Organic Chemistry

Organismal Physiology
Quantitative Analysis
Pharmacology
Immunology

LABORATORY SKILLS/KNOWLEDGE

- tare laboratory equipment
- distillation
- titration procedures
- organic synthesis
- pH level detection
- recrystallization
- microscopy
- extraction techniques
- staining procedures
- spectrophometric determination
- bacterial enumeration
- isolation of products
- use of spectrometers
- TLC & paper chromatography

INTERNSHIP

NOVA Chemicals, Research and Technology Center, Smithville, MI

Chemical Lab Assistant, January – May 2000

- Performed physical testing on film and pellet polyethylene
- Assisted in the research and publication of two internal reports

Lab procedures acquired:

- extrusion plastometer
- hottack and seal strength tests
- calibration of instruments
- dart impact test
- preparation of film samples
- glass and haze tests
- grind polyethylene on Brinkman grinder
- blend polyethylene samples on twin crew extruder
- melt index, stress exponent, melt flow ration, melt strength

COMPUTER SKILLS

Proficient with MS Word, Excel, Access, PowerPoint

REFERENCES

Available upon request

ADAM WRIGHT

Campus Address

425 Grant St.
Bowling Green, OH 43403
419-555-1423
wright15@bgsu.edu

Permanent Address

411 Banks Aven.
Elyria, OH 44035
440-555-0000
adamwright@hotmail.com

Objective

A position with a public accounting firm. Willing to travel or relocate.

Education

B.S. in Accounting, May 2001
Bowling Green University
3.4 cumulative GPA, 3.6 major GPA

A.A.S. in Accounting, May 1996
Smythe County Community College, Elyria, OH
3.7 cumulative GPA, 3.9 major GPA, Dean's List all semesters

Relevant Course Work

Financial Accounting
Managerial Accounting
Cost Accounting

Auditing
Federal Taxation
Corporate Finance

Effective Business Writing
Business Law
Information Systems

Work Experience

Junior Accountant, Homanic Inc., Akron, Ohio September 2000 – present

- Responsible for all monthly journal entries
- Analyze sales/marketing monthly expenses and sales representatives' gross receipts
- Developed spreadsheets and devised classification and numbering system that streamlined computer invoicing

Accounting Intern, Burry and Associates, Akron, Ohio May – August 2000

- Reviewed and corrected accounting entries
- Assisted with financial planning input and analysis, and generated reports. Accounting corrections revealed nearly \$50,000 in unpaid bills and mislaid funds.

Billing Coordinator, Corpora Corp., Elyria, Ohio June 1996 – August 1999

- Handles collections on more than 500 past due accounts
- Reconciled payment discrepancies
- Resolved client billing and eligibility issues

Computer Skills

- MS Word, Excel, Access, PowerPoint
- Peachtree; FoxPro; AccountPro

References Available Upon Request

ADAM WRIGHT

Campus Address

425 Grant Street
Bowling Green, OH 43403
419-555-1424
wright15@bgsu.edu

Permanent Address

411 Banks Avenue
Elyria, OH 44035
440-555-0000
adamwright@hotmail.com

Objective

A position with a public accounting firm. Willing to travel or relocate.

Education

B.S., Accounting, May 2001

Bowling Green University, Bowling Green, OH
3.4 cumulative GPA, 3.6 major GPA

A.A.S., Accounting, May 1996

Smythe County Community College, Elyria, OH
3.7 cumulative GPA, 3.9 major GPA, Dean's List all semesters

Educational Highlights

- Understand the use of accounting data for planning, controlling and making decisions concerning the optimum allocation of a firm's financial resources.
- Understand the concepts of tax planning and compliance for business decisions.
- Knowledgeable of manual and automated accounting systems as well as designing internal controls and auditing of computerized systems.
- Acquired an in-depth knowledge of the basic principles and procedures of cost accounting.
- Knowledgeable of current auditing practices within the public accounting profession as well as operational auditing practices, risk analysis and statistical sampling techniques.
- Studied the fundamental principles of business law including contract and commercial law as well as fundamental knowledge of government regulatory schemes.

Related Experience

Junior Accountant, Homanic Inc., Akron, Ohio

September 2000 – present

- Responsible for all monthly journal entries
- Analyze sales/marketing monthly expenses and sales representatives' gross receipts
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- Handled collections on more than 500 past due accounts
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Computer Skills

- MS Word, Excel, Access, PowerPoint
- Peachtree; FoxPro; AccountPro

References Available Upon Request

JOHN SMITH
R.D. #2, Box 630
Lock Haven, PA 17745
Telephone: 570-748-8888
Email: jsmith@falcon.lhup.edu

Career Objective Entry level Computer Programmer/Analyst working toward a managerial position in Systems Engineering

Education Lock Haven University of Pennsylvania, Lock Haven, PA
BS Computer Science, May 1998
GPA 3.60

Relevant Courses

Compiler Theory and Design	Operating Systems
Data Structures	Systems Analysis and Design
Computer Architecture	Artificial Intelligence
Systems Programming	Calculus I, II, III
Data Communications	Probability and Statistics

Programming Languages

Formal Instruction
IBM 370 ASSEMBLER, C, LISP, PROLOG, FORTRAN, PASCAL,
COBOL, RPG II, BASIC, REXX

Personal Instruction
INTEL 80 x86/87 ASSEMBLER,
TEXAS INSTRUMENT 34010 ASSEMBLER,
MOTOROLA 68000 ASSEMBLER, ZILOG Z80 ASSEMBLER

Special Projects

Computer Peripheral System Design, Fall 1998
Independent Study

- acquired a thorough understanding of video generation and CRT operation
- designed a 256 color graphics controller
- implemented design using common TTL integrated circuits
- interfaced the peripheral to the IBM PC
- generated special initialization code
- created a 17 function, Graphics Kernel System
- wrote numerous applications using the GKS

Programming Projects at Lock Haven University

- IBM 370 Disassembler
- Recursive Descent Parser
- Communications Software
8080 CPU to 8080 CPU
IBM PC to IBM PC
- Customer Order Entry Processing System
- Designed, interfaced, and generated system software on the IBM PC for the following:
 - phonetic speech synthesizer
 - Six channel complex sound synthesizer
 - High resolution analog to digital converter
- Interfaced a 6809 CPU to a finite state machine vector display generator

References Available upon request from Career Services, Lock Haven University, Lock Haven, PA 17745. 570-893-2181

CHRIS SMITH

178 Green Street
Belleville, IL 65432
618-555-5555
csmith@hotmail.com

CAREER INTERESTS

Field work in water supply management with opportunities to conduct research.

EDUCATION

Smith University, Smithtown, Pennsylvania
B.S. Environmental Science and Resource Management, May 2003

Significant Coursework: Invertebrate Zoology, Ecology, Microbiology, Environmental Chemistry, Organic Chemistry and Health Engineering

FIELD AND LAB EXPERIENCE

Wetlands Institute: Supported research on nutrient cycling at center for preservation of New Jersey barrier island and marsh system. Diurnal sampling, spectrophotometer, colorimeter, reduction column, Metler balance, pipetting, reagent mixing. Summer 2002

Cartography: Mapping project for college credit in the Rocky Mountain region. On site identification of rocks and structures. Construction of a geologic map. Used Brunton compass, stereo glasses, mylar, rapidograph and Jake staff. Summer 2001

Laboratory Experience: Invertebrate identification and dissection, bacterial and algal growth experiments, melting point, precipitation and distillation work. Acquainted with compound and dissecting microscopes, biological keys, hemocytometer, laboratory apparatus and techniques. Fall and Spring Semesters, 2001 - 2003

WORK EXPERIENCE

William Zinsser & Company, Inc., Somerset, New Jersey
Gained experience in the operation of a medium-sized paint and polymer factory. Positions held in shipping and handling, manufacturing, maintenance and the lab. Winter 1998 and Summers 1998 & 2000

ACTIVITIES AND INTERESTS

Geology Club
Chi Phi Fraternity: Social chairman and intramural manager
Varsity soccer
Traveled throughout the United States. Enjoy competitive sports and camping.

REFERENCES

Furnished upon request.

MARK MYERS
mkmyers@hotmail.com

Home Address:
1414 South Harp Road
Dover, DE 19901
302-868-9999

School Address:
1234 Water St.
Lock Haven, PA 17745
570-893-5555

OBJECTIVE

An internship in the field of community recreation

EDUCATION

Lock Haven University of PA
Major: Recreation, Leisure Management Option
Expected Graduation: May 2007

RECREATION PROGRAMMING EXPERIENCE

Coordinate men's intramural sports competitions for Lock Haven University.
Responsible for equipment and scheduling. Fall 2004 to present

Planned and implemented programs in stagecraft and drama; assisted with programming in arts & crafts and physical fitness for Dover Youth Bureau. Summer 2005

Lectured and led tours at Atlantic County (DE) Park nature trail and visitor's center.
Prepared slides to illustrate lecture; helped in construction of nature exhibits. Summer 2004

PUBLIC RELATIONS & PROMOTION EXPERIENCE

Direct publicity efforts of University Drama Club for several productions.
Developed innovative techniques to arouse interest and attract campus wide attention.
2004 to present

Advertise in various media and familiar with advertising methods, including writing news releases, taping radio announcements, designing graphics for posters and fliers for LHU Intramural Sports, Drama Club, and Recreation Club.

Successfully dealt with customers at McGary's Department Store, Dover, DE.
Summers 2003 – 2005

LEADERSHIP & ATHLETIC ABILITIES

Trained in outdoor leadership and survival skills by Outward Bound. Summer 2003

Coach soccer and baseball. Dover Youth Bureau. Summers 2002-2005

Participate in soccer, basketball, swimming and backpacking

COMPUTER SKILLS

Knowledgeable of Microsoft Word, Access, Excel and Publisher. Experience with IBM PC and Macintosh

REFERENCES

Available through Career Services, Lock Haven University, Lock Haven, PA 17745;

CHRIS M. BLOOM

123 Pine Lane
Ann Arbor, MI 48104

(734) 555-0989
cbloom@umich.edu

OBJECTIVE A position in health care consulting that capitalizes on organizational, communication, and analytical skills.

SKILLS

Leadership

- Represented 2,500 citizens on committee involving community recycling policies and procedures.
- Elected to serve on school board for two consecutive terms.
- Persuaded decision makers within the government and business sectors through proposals, reports, and correspondence.
- Chaired a special-events committee that planned annual fundraisers, educational and cultural programs.
- Supervised a team of 50 volunteers.

Organizational

- Coordinated work schedules and responsibilities for 10 employees
- Collaborated with others in reorganizing a laboratory
- Planned and led social activities for patients
- Assisted in registering 700 runners for the March of Dimes "WalkAmerica".
- Initiated and oversaw a fundraiser to benefit a community member

Communication

- Facilitated educational discussion groups for patients and families
- Corresponded with health care agencies and supply companies to arrange services and equipment rental
- Interacted with a wide variety of personalities while scheduling meetings/appointments and making travel arrangements for executives.
- Publicized the fundraiser via public announcements
- Consulted with area health care professionals to determine proper procedures

EXPERIENCE

Glacier Hills Nursing Center <i>Volunteer</i>	Ann Arbor, MI <i>September 1997-present</i>
Three Rivers Area Hospital <i>Social Services Intern</i>	Three Rivers, MI <i>May-August 1999</i>
Viviano Wine Importers, Inc. <i>Wine Merchandiser</i>	Kalamazoo, MI <i>June-August 1999</i>
Muskegon Community Fundraiser <i>Co-Chairperson and Organizer</i>	Muskegon, MI <i>June-July 1998</i>
Ross Laboratories (a Division of Abbott) <i>Mail Handler</i>	Holland, MI <i>May-August 1998</i>

REFERENCES AVAILABLE UPON REQUEST