

Preparing Your Resume

Your resume is a vital part of your job search. It is the document that markets you and your credentials to a prospective employer. It is an invitation for potential employers to learn about your skills and qualifications. A resume can also be used as a “calling card” when you meet people who might be valuable contacts in your field. Submitting a resume and cover letter together is one of the first steps in the job application process.

Your goal in writing an effective resume is to describe your key experiences and accomplishments in a way that resonates with employers and other readers. Applicants who best communicate their past experiences, education, and skills related to the content and functions of the available position, or applicants who demonstrate that they can fill a specific need of an employer will receive further consideration.

As you begin to construct your resume, work on the content and composition, then decide on a format that highlights your strengths and career goals. Expect to go through several drafts in this process.

Content: What To Include, What Not To Include

What you choose to include in your resume will paint a picture of you. It will often lead interviewers' questions, so be prepared to talk about, expand on, and articulate clearly everything on your resume.

Your resume should include:

- *Identifying Information:* Include your name, present and permanent addresses, phone numbers, and e-mail address. Do not include personal information such as age, gender, ethnicity, health, height, weight, marital status, or a photo of yourself. You may want to include your citizenship status. See page 3.
- *Summary of Qualifications and Keywords:* Many candidates are including a summary statement at the beginning of their resume, instead of a “Career Objective” so employers can get a snapshot of their strengths in the first few lines. See the resume examples at the end of this handout and “Career Objective” on page 3. A Summary of Qualifications is a short list of your key strengths and experiences. It communicates what you offer.
- *Education:* List your institution’s name(s) and degree(s) in reverse chronological order and include the month and year you expect to or did receive your degree.
 - Include Major and Minor. Some students want to show that they have undertaken study in a subject, even though it was not a major or minor. In this case, you can list such study as a “concentration” or as “extensive coursework in...” Listing your courses is optional - many employers prefer that you do not list courses unless they are directly related to the work you will be doing.
 - Include special programs of study, such as study abroad or other off-campus study experiences.
 - Include honors and awards. You might put a tag phrase after an award that is not self-explanatory. For example, “The John and Caroline H. Smith Prize, awarded for outstanding academic achievement and leadership.”

- Graduate and undergraduate GPAs should be included only if they are exemplary. Generally, if your overall GPA is above a 3.0 you will want to include it on your resume.

Experience/ Employment/ Work History: This is one of the most important content areas on your resume. Include your full-time and part-time work experience. Use the heading “Work Experience” or “Employment” for paid positions. Non-paid experiences can also be included here. Examples are non-paid internships, community service positions, and some undergraduate leadership positions. Use the “Experience” heading if you list both paid and unpaid positions in the same section.

- Both paid and non-paid experiences should be described and formatted in the same way. Treat a non-paid, volunteer experience as you would a paid position. Do not reference your volunteer work as “non-paid,” as this devalues it.
- It is important to note that not all experiences are relevant for each position. Your resume must be targeted to the employer’s needs. Read the job/internship description and select those experiences that highlight your relevant skills.
- This section is the one that will require the most work on your part. Be sure to carefully reflect on your positions and accurately describe them.

To get started, reflect on your past experiences and consider the following:

- What were your job responsibilities?
- What skills did you develop?
- Did you supervise or train others?
- What decisions did you make?
- Did you work with people? How?
- Can you quantify the results of your work?
- Did you produce any written documents or reports?
- Were you able to meet deadlines and handle pressure?
- Did you assume a leadership role?
- How did you make a difference in the position?
- What were your major accomplishment(s)?

Co-Curricular Activities

Your involvement in organizations can demonstrate a breadth of background that is attractive to many employers. Be selective about the activities you list. Include those that highlight a desirable skill, interest, or leadership trait; you do not need to include them all.

Optional Categories

These sections may be headed “Summary of Qualifications,” “Skills,” “Interests,” “Personal,” or may be given a specific functional heading such as “Languages” or “Computer Skills.” Create whatever categories market your background best, and break it into several sections if necessary. Possible categories include:

Languages: Include your level of proficiency, but do not stretch it. Some employers will test your professed language skills in an interview. Examples: “native Turkish,” “fluent in spoken Cantonese,” “conversational German,” “Japanese: intermediate spoken, basic Kanji,” “Trilingual: French, English, German,” “Fluency in American Sign Language.”

Computer Skills: You can list applications, operating systems, or give a generic description of your knowledge. How specific you are depends largely on your goals and the level of expertise an employer is seeking. Examples: “Extensive experience with Excel, Lotus, and a variety of word processing and graphics applications,” “Programming in Visual Basic and C++,” “Proficient with Windows, UNIX, and Macintosh platforms and applications.” If you are looking for a computer science job, consider including an addendum of your skills and languages for keyword searches.

Interests: Listing your personal interests can help spark conversation with an interviewer and allow him/her to get to know you better. List interests that distinguish you, catch the eye of the recruiter, or demonstrate a trait you know the employer will value. Generic interests such as “reading” or “running” are best left off. For example, “marathon runner” is more likely to attract attention than “running.”

Volunteer & Service: Depending on your level of involvement, you may include a volunteer or community service section. List volunteer job title, organization name, city, state, and dates. Examples: “Competitive Youth Soccer Association Coach,” “Volunteer teacher in the Junior Achievement ‘Business Basics’ Program to educate inner city students about business.” If these experiences demonstrate job skills related to your career goals, include them in your main experience section.

Professional Certifications or Affiliations: These are best listed if they have significance to the reader and are related to your intended field, such as Society of Women Engineers.

Citizenship: If you are a foreign national, we encourage you to list your citizenship(s) if you are seeking employment either in or outside the United States. Employers are often looking for candidates who are work authorized in countries other than the U.S. Alternatively, if you are a U.S. citizen with extensive schooling or experience abroad, there is a possibility that an employer will think you are not a U.S. citizen. If you want to stay in the U.S., list your citizenship. See “Resumes for International Students” on page 5.

Information That Should Not Be Included

Personal Information

It is illegal for employers to use personal information, such as marital status, height, ethnicity, or health in employment decisions. Do not include this information in your resume.

Career Objective

Objectives are no longer standard on business resumes. One reason is that an objective is geared toward what you want from an employer, not what you can offer. A general objective can also portray you as unfocused or inexperienced. You can better tailor your objective to each employer in a cover letter. If you do choose to include an objective, make sure it strengthens your case. Examples:

- Poor: To obtain a challenging entry-level sales position.
- Better: An entry-level brand management position with a consumer products firm in the Northeast.

High School

You may include your high school if you are a freshman or sophomore, however by the time you are a junior, employers want to see your recent history and college experiences. You may list high school achievements if they demonstrate skills that are not represented by your college background, but consider including these in an Honors section.

References

A list of references is no longer standard on business resumes. Provide a list of your references to select employers on a separate sheet. You should ask individuals to serve as references before you apply for jobs. A minimum of three references is recommended, and it is good practice to give your references a copy of your resume. See the sample reference page at the end of this handout.

Composition and Editing

The key to a resume that gets results is great composition. Here are some guidelines for telling your story. Note the effective choice of powerful words in each rewrite. The original statement is flat. The rewrite is vigorous.

Convey Action

In your descriptive statements, use past-tense action verbs to give statements punch, rather than passive voice.

- Poor: "Was responsible for redesigning sorority fundraising plan to benefit cancer research."
- Better: "Redesigned sorority fundraising plan to benefit cancer research."

Demonstrate and Quantify Results

Highlight accomplishments, not tasks. Use numbers to quantify your experiences when possible.

- Okay: "Redesigned sorority fundraising plan to benefit cancer research."
- Better: "Developed innovative fundraising campaign that resulted in 32% increase in donations to cancer research."

Apply the "So What?" Test

Is your statement a compelling description of the difference you made or what you learned? Does your description answer the question "so what happened as a result?"

- Poor: "Helped sorority raise funds for cancer research."
- Better: "Played key role in establishing innovative fundraising events, resulting in sorority consistently exceeding philanthropy goals."

Write for the Reader, Demonstrate Skills

View your work experience from the recruiter's perspective. What transferable skills are key in the job you are seeking? Identify those skills, such as analytical, communication, or leadership skills, and then cite examples demonstrating that you possess them. Each statement in your description should relate to a known skill requirement for the job you want.

Here are several examples:

- Analytical Skills: "Synthesized statistical information on a benchmark study for Adventure Theme Parks. Analyzed how national radio and television campaigns influenced the public's awareness."
- Budget Experience: "Oversaw annual movie series with a budget of \$24,000."
- Supervisory Skills: "Recruited, trained, and managed a team of seven employees for profitable summer lawn care business."
- Project Leadership Skills: "Led a team of seven committee heads and 30 volunteers in the implementation of a community spring fair that attracted 40,000 visitors."
- Communication Skills: "Completed intensive peer counselor training program focusing on effective listening, communication, and crisis intervention."

Choose Job Titles Thoughtfully

Hierarchical titles such as "Intern" do not convey as much information as functional titles. If you want to use a functional title that is different than your official title, it is a good idea to clear this through your former supervisor before including it on your resume.

- Poor: "Summer Intern"
- Better: "Public Relations Intern"
- Poor: "Summer Associate"
- Better: "Summer Associate, Global Portfolio Management"

Avoid Jargon

This is particularly important if your area of study or experience is different than the job function or industry you are targeting. Make sure your resume is understandable to someone in the field you are pursuing. Do not soft-pedal your experience by overloading your resume with “university” language. For example, if you are a computer lab assistant, describe the people you help as “users” or “customers” rather than “students.”

Break-up Long Sentences

Read your statements aloud. Your voice will tell you where a natural break should occur.

- Poor: “Direct management responsibilities over seven committees and 30 volunteers responsible for budget, fundraising, publicity, entertainment, and promotion of annual spring fair.”
- Better: “Managed spring fair staff of 30 volunteers on seven committees. Scope of committees covered budget, fundraising, publicity, entertainment, and promotion.”

Use Key Words

Employers who have in-house electronic resume databases with tracking systems use key word searches to find candidates who fit their criteria. Most systems will find derivations of key words. For example, a search for “manage” will yield “managed,” “manager,” and “management.” Note that “key words” are buzzwords applicable to a particular function or industry only. You may want to create several resumes that include different key words if you are job searching in a few career areas. Another alternative is to attach a separate page to your resume containing a keyword list. This is especially important for technical resumes.

Resumes for International Students

There are some key differences between the resume (C.V.) to which you are accustomed, and the American resume. In many countries, describing your experience by stating accomplishments is considered aggressive. In a resume for a job in the United States, it is expected.

American resumes are written in short phrases, as you can see in the samples which follow. These phrases are concise and somewhat terse, written without reference to the first person (“I,” “me,” or “my”).

If you are directing your resume to American employers for jobs in the United States, it is helpful to translate your education and experience into American English. For example, in many countries, “faculty” means the school or department in which you studied. In the U.S., “faculty” are teachers. You might list “Engineering Faculty” as “Engineering College” or “Engineering Department” on an American resume.

Because some employers look for candidates who are work authorized in countries other than the U.S., we encourage you to list your citizenship on your resume. Additionally, your language skills are an asset. Be sure to indicate your languages and proficiency.

Style: Chronological vs. Functional

A chronological resume, in which your experience is presented in reverse chronological order, is the most straightforward and easiest to assemble. A functional resume, in which your experience is clustered by skill, is a bit more difficult to create, but does have advantages for some individuals. Review the pros and cons of each.

Chronological

One clear advantage of the chronological style is that many employers prefer it. It is straightforward, easy for them to read, and easy to see how all the pieces of your background fit together. It also shows continuity and progression, and details all of the responsibilities you held that are related to one position. On the down side, it points out gaps in your employment history and background. It also indicates your age more obviously than a functional resume.

Some students are concerned that a chronological resume will not showcase their skills. By following the guidelines in the “Composition and Editing” section on you can present your experience by highlighting the relevant skills and accomplishments in a chronological format.

Functional

This style places more visual emphasis on the skills you have developed than on the positions you have held. It can be a useful tool in pointing out your transferable skills, such as analytical, team leadership, technical, or communication skills. The key to crafting a strong functional resume is to make sure the skill clusters you highlight are those sought by the employers in your intended field.

Reasons you might choose not to use this style: Many employers, particularly those in business, find it difficult to skim and say they have to work too hard to see how all the pieces of your background fit together. Some may think a functional resume is hiding something about your background. If this is not the case, include an “Employment Summary” section at the end of your resume.

Resume Format Specifications

Overall, you want to make your resume the most readable document that you can. Keep it clean and simple.

General Guidelines

There are a number of good resume formats. The key is to pick one and stay with it. Keep in mind that you may need to create several different resumes - one polished resume that you would submit by mail or in person and one that is ready for electronic transfer or scanning.

- Think of your resume as an outline: there should be consistent formatting among items that relate to each other, such as major headings or job titles.
- Headings should intuitively indicate the content in each section and should stand out from the body text. Think of the headings as clear signposts to indicate the path through your resume.
- Use bold type to highlight schools, titles, or employer names in a consistent way throughout your resume. Used selectively, it can add to the readability of your text; overused, it decreases impact. Do not use underlining – it clutters the text and does not scan well.
- Put cities, states, and dates in the same place consistently throughout the resume. They do not have to be in an attention-grabbing position, just easy to find when the employer looks.

Size and length - Use standard 8.5” x 11” paper, and limit your resume to one page. Some employers do not mind two-page resumes; however, the majority of employers say they want one-page documents, so we recommend erring on the short side here.

Paper - Be careful with paper color. Because your resume may be faxed, e-mailed, scanned, or copied by an employer, we suggest you stay with a white or cream colored paper, and avoid texture. Use a high-quality bond resume paper. And with the advent of scanning, it is now preferable to mail your resume flat in a large envelope, rather than tri-folded in a #10 envelope.

Font - Use the same font style throughout your resume. Changing fonts decreases the readability and clutters the text. It is acceptable only when done effectively by those seeking graphic design jobs. Use CAPITAL LETTERS or **bold** or *italic* font to emphasize information on your resume.

Margins -The minimum is 1/2 inch on all four sides. If you can expand the margins to 3/4 inch or 1 inch, all the better. Overall, you want everything to be balanced on the page.

Clutter - Many candidates think that they need to make their resumes stand out visually by using unusual type,

oversized type, or lines to separate sections. This clutters the resume and confuses scanners. Stick to a basic style and size for a clean, crisp appearance. Employers actually prefer a basic style. Be sure to include some white space. It makes your resume easier to read. It is preferable to use a smaller font (size 10), thereby opening up margins and having some white space, than to use a larger font (size 12) with dense text.

Templates – Many word processing applications give you resume templates. We suggest that you do not use these! Instead, type your resume from scratch, using the guidelines above. Templates often result in a cluttered appearance, can create scanning and electronic nightmares, and are difficult to manipulate when you need to tailor your layout to your individual situation.

Proofread, Proofread, Proofread!

Review Critically and Proofread!

Employers tell us that there is nothing that rules out a candidate faster than if they have a spelling or grammatical mistake. Proofread your resume carefully and ask others to review it as well. Find several objective individuals to critique your resume for content. The Career Center staff is available to assist you with this, and alumni are another good resource. Review the spelling, spacing, and the use of italics and bold print. Do not rely on spell check. A word may be spelled correctly, but not be the word you want to use.

Edit Ruthlessly

Someone once said that words are a lot like inflated money - the more of them that you use, the less each one of them is worth. Go through your entire resume just as many times as it takes. Search out and eliminate all unnecessary words and sentences, and even entire paragraphs!

On-Line, Electronic, & Scannable Resumes

To maximize your job search opportunities, prepare your resume to be e-mailed, scanned or posted on the Internet. More and more employers are using technology to help them reach qualified candidates. They post jobs on the Internet so that you can apply online. They encourage you to send your resume by e-mail. Some employers scan your paper resume using specific keywords as the search criteria. If your resume is to be submitted electronically or scanned, a traditional style of resume will not stand up to search engines and will, most likely, be overlooked. To be sure your resume has the best chance to get noticed, read on!

Prepare Two E-Resumes:

- 1) The first is an e-resume with formatting. This appears identical to your hard copy resume and contains formatting such as boldface, lists with bullets, and tabbed indentations. There are two key differences from your hard copy resume. First, add a keyword list. Second, save your document in "Rich Text Format." This allows the employer to download or open the document on the other end without compromising the formatting. You use this resume if you are attaching it to an e-mail message, or posting it online in a database that accepts formatted resumes.
- 2) The second is an e-resume without formatting, or a "plain text" resume. In this document, remove all of your formatting (bold, italics, lines, bullets, tabs). Clean up the layout of this resume so that it is easy to read. See the sample at the end of this handout. Use this resume if you are pasting the text into the body of an e-mail message, or if you are posting it online in a database that does not accept formatted resumes.

Use Keywords

In both resumes, assemble a keyword list. You can include this as an addendum at the end of your resume, incorporate the keywords throughout your resume in the text of your descriptions, or work them into a Summary of Qualifications at the beginning of your document.

Keywords are industry specific. Research the industry and job in which you are interested to determine the keywords to include. You can do this by reviewing job postings and job descriptions in newspapers, online listings, and employer websites. Analyze the descriptions and identify the top skills, keywords, and industry terms that employers will recognize. Use the words that match with your experiences. Generally, keywords include nouns and buzzwords like manager, editor, or computer programmer. A keyword section can appear at the top of your resume after your contact information or at the end of your resume. It should be about 30 words in length. See page 8 for a list of sample keywords.

Do's and Do Not's for Electronic Resumes

Formatting:

- DO use 12pt font size.
- DO use a simple font like Times New Roman or Arial.
- DO justify your text to the left, avoid tabs, and keep a 1" margin.
- DO save your resume in Plain Text.
- DO leave a blank line after each job description.
- DO use a separate line for each heading and address.
- DO use capital letters to distinguish HEADINGS.
- DO list your name at the top followed by address and contact information, then keyword summary.
- DO NOT use columns or tabs.
- DO NOT use parentheses around an area code.
- DO NOT use slashes. Example: design/develop.
- DO NOT use italics, bold, underlining, shadows, graphics, or reverse type

Content:

- DO use keywords.
- DO use nouns in your keyword section.
- DO use action verbs to describe your work experience.
- DO list all computer-related skills.
- DO limit the number of screens to 5.
- DO spell out acronyms.

Production and Mailing:

- DO send your resume and cover letter via e-mail in one file.

ACTION VERBS FOR RESUMES

Communication Skills – General

Addressed	Explained	Proposed
Advertised	Expressed	Publicized
Articulated	Focused	Published
Authored	Formulated	Questioned
Clarified	Furnished	Referred
Collaborated	Guided	Reinforced
Condensed	Informed	Reported
Conducted	Instilled	Responded
Conferred	Instructed	Stimulated
Consulted	Interacted	Solicited
Contacted	Interpreted	Specified
Conveyed	Interviewed	Spoke
Debated	Lectured	Suggested
Defined	Listened	Summarized
Described	Lobbied	Synthesized
Developed	Marketed	Talked
Discussed	Mediated	Taught
Documented	Outlined	Trained
Drafted	Participated	Transmitted
Edited	Presented	Translated
Exhibited	Printed	Tutored

Communication Skills – Verbal

Addressed	Explained	Participated
Advised	Expressed	Presented
Articulated	Guided	Responded
Clarified	Instructed	Solicited
Coached	Interpreted	Spoke
Confronted	Interviewed	Suggested
Debated	Lectured	Summarized
Discussed	Listened	Talked

Communication Skills – Written

Advised	Documented	Published
Advertised	Drafted	Reported
Authored	Edited	Specified
Coached	Marketed	Summarized
Collaborated	Observed	Synthesized
Composed	Outlined	Transmitted
Contacted	Printed	Translated
Corresponded	Publicized	Wrote

Initiative & Creative Skills

Acted	Constructed	Established
Adapted	Created	Formulated
Began	Customized	Founded
Built	Designed	Illustrated
Combined	Developed	Initiated
Competed	Directed	Instituted

Composed	Discovered	Launched
Conceived	Displayed	Modeled
Conceptualized	Earned	Performed
Condensed	Entertained	Planned

Interpersonal & Team Skills

Adapted	Educated	Judged
Advocated	Elicited	Mediated
Aided	Enabled	Moderated
Answered	Encouraged	Motivated
Arbitrated	Enlisted	Negotiated
Arranged	Ensured	Participated
Assessed	Expedited	Persuaded
Assisted	Facilitated	Prevented
Clarified	Familiarized	Provided
Coached	Furthered	Reconciled
Collaborated	Guided	Recruited
Conferred	Helped	Referred
Consulted	Interacted	Rehabilitated
Contributed	Influenced	Represented
Convinced	Inspired	Resolved
Cooperated	Involved	Simplified
Counseled	Insured	Sold
Demonstrated	Interacted	Supplied
Diagnosed	Intervened	Supported
Directed	Joined	Volunteered

Management & Leadership Skills

Accelerated	Enhanced	Originated
Achieved	Established	Overhauled
Administered	Evaluated	Oversaw
Analyzed	Executed	Planned
Appointed	Expanded	Presided
Approved	Generated	Prioritized
Arbitrated	Handled	Produced
Arranged	Headed	Provided
Assigned	Hired	Pushed
Attained	Hosted	Recommended
Authorized	Implemented	Reorganized
Chaired	Improved	Replaced
Considered	Incorporated	Restored
Consolidated	Increased	Reviewed
Contracted	Initiated	Scheduled
Controlled	Innovated	Secured
Converted	Inspected	Selected
Coordinated	Instituted	Served
Decided	Judged	Staffed
Delegated	Led	Streamlined
Developed	Managed	Strengthened
Directed	Merged	Succeeded

ACTION VERBS FOR RESUMES (CONTINUED)

Eliminated	Motivated	Supervised	Allocated	Computed	Formulated
Emphasized	Navigated	Terminated	Analyzed	Conserved	Gathered
Enforced	Organized		Appraised	Corrected	Inspected
			Assessed	Critiqued	Interviewed

Organizational Skills

Approved	Dispatched	Prioritized	Balanced	Detected	Programmed
Arranged	Distributed	Processed	Budgeted	Determined	Researched
Attained	Executed	Proofread	Calculated	Developed	Uncovered
Cataloged	Filed	Provided			
Categorized	Generated	Purchased	<u>Technical Skills</u>		
Charted	Incorporated	Recorded	Adapted	Determined	Rectified
Checked	Inspected	Registered	Applied	Developed	Regulated
Classified	Integrated	Reorganized	Assembled	Engineered	Remodeled
Coded	Logged	Reserved	Built	Fabricated	Repaired
Collected	Maintained	Responded	Calculated	Fortified	Replaced
Compiled	Monitored	Reviewed	Computed	Installed	Restored
Consolidated	Obtained	Scheduled	Conserved	Maintained	Serviced
Coordinated	Operated	Submitted	Constructed	Operated	Systemized
Corrected	Ordered	Tabulated	Converted	Overhauled	Solved
Corresponded	Organized	Updated	Debugged	Printed	Upgraded
			Designed	Programmed	Utilized

Research & Analytic Skills

Accomplished	Clarified	Devised
Accounted	Collected	Diagnosed
Acquired	Compared	Estimated
Adapted	Completed	Evaluated
Administered	Compiled	Examined
Adjusted	Conducted	Facilitated

SAMPLE KEYWORDS

Advertising / Communication

Client presentations
Promotional materials
Marketing management
Creative ability
Media planning
Cable television
Video editing

Community Development

Project / Outreach
Volunteer

Education

Child development
Education administration
Instruction
Coaching
Supervision

Engineering

AI
Analog
Compiler
Control systems
Electronics
Graphics
Hardware engineering
Instrumentation
Manufacturing
Mechanical engineering
Optical design
Peripherals
R&D
Robotics
Signal processing
Software engineering
Structural
System level design
Thermal

Finance

Account administration
Accounting
Banking
Cash management
Credit
Commercial lending
Corporate finance

Mergers and acquisitions
P&L

Government/Politics

Foreign affairs
International affairs
Research

Human Resources

Benchmarking
Benefits
Compensation
Diversity
EAP and EEO
Employee relations
Job banding
Organizational behavior
Performance management
Total Quality
Training and development
Wage and salary

Information systems

Any actual application, lan-
Gauge, operating system
Database administration
File system management
On-line information services
Real-time processing
Software support
System administration

Interpersonal Traits

Adaptable
Challenge
Communication skills
Team player
Delegate
Detail minded
Implement
Innovative
Leadership
Multitasking
Negotiating
Problem solving
Results-oriented
Service-oriented
Self-accountable
Team player

Investments

Arbitrage
Broker-dealer
Cold call
Derivatives
Dividend
Equity
Financial portfolio
Futures
Investor relations
Margin
Mutual fund
Risk analysis
Stock analysis
Treasury
Trusts
Management
Budget
Organizational design
Policy development
Resource allocation
Risk management
Strategic planning
Total Quality

Marketing

Account penetration
Business development
Competitive analysis
Forecasting
Market segmentation
New product
Pricing strategy
Point of sale
Sourcing

Medical / Healthcare

Analytical skills
Medical records
Casework services
Healthcare policy
Observation

Process Design / Consulting

Dynamic simulation
Feasibility studies
Problem-solving
Software solutions

Client-server technologies
LAN/WAN
Interpersonal skills

Project Management

Estimating
Project engineering

Public Health

Evaluation
Target population
Project coordination
Social marketing

Purchasing

Acquisitions
Logistics
Vendor

Telecommunications

LAN
Network design
Satellite

GREGORY HIGGINS

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EDUCATION

Johns Hopkins University, Baltimore, MD

Bachelor of Arts in International Studies, Minor: Economics

May 2007

Overall GPA: 3.3, Major GPA: 3.5

Relevant course work: Macroeconomics, Microeconomics, International Trade, Monetary Analysis, Statistics, Financial Accounting, Investment & Portfolio Theory.

HONORS/AWARDS

Second Decade Society Grant Recipient

2006

Dean's List

2005

Soccer Captain of the Year

2004

EXPERIENCE

Private Client Intern, Merrill Lynch, Baltimore, MD

May-June 2006

- Performed stock market research and analysis using the Bloomberg terminal for senior vice president in charge of private client accounts exceeding \$10 million.
- Co-authored weekly newsletter evaluating market performance.

Intern, Maryland Office of Consumer Protection, Baltimore, MD

July 2005- March 2006

- Investigated complaints in conjunction with the Office of the Attorney General.
- Created first database logging all complaints filed in the past two years using Excel.
- Initiated project researching top 10 complaints related to geographical regions.

Law Office Clerk, Barbers, Cohen and Saks, Los Angeles, CA

March- June 2004

- Assisted lawyers in preparation for trial and client meetings by coordinating schedules and systemizing files.
- Organized and maintained library and confidential records.

Volunteer, Canterbury Spanish School, Barcelona, Spain

May-August 2003

- Advised students and parents about application process into school.

ACTIVITIES

Community Relations Chair, Foreign Affairs Symposium, Washington, DC

2006-present

- Publicized annual spring speaker series (George Mitchell (ret.), and Professor Noam Chomsky), drawing capacity crowds.
- Surveyed international officials about relevant topics to be researched.

Vice President, Circle K, Los Angeles, CA

June -December 2002

- Initiated weekly tutorial program for local area middle school students.
- Coordinated membership recruitment and retention efforts for largest community service organization.
- Provided motivation and leadership to team members.

Captain, Club Soccer Team, Los Angeles, CA

May 2001-March 2003

SKILLS

Fluent in Spanish and Catalan

Microsoft Word, Excel, PowerPoint and HTML

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(888) 888-8888

OBJECTIVE

To obtain a public relations writing position using my strong writing skills, clear communication skills and thorough researching abilities.

EDUCATION

Johns Hopkins University, Baltimore, MD
Bachelor of Arts, English, French, Overall GPA 3.3 May 2007

HONORS

Student Advisory Council to the President (2005-present), Dean's List (Fall 2005, Spring 2006), Omicron Delta Kappa (2006), Williams Scholarship for academic achievement (2005), Sigma Tau Delta (2005), Winner of the National Critics Institute competition at American Theater Festival (2004).

EXPERIENCE

PUBLIC RELATIONS

Staff Journalist, Summer Workshop Creative Artists, Inc., Mountain View, CA Summer 2006

- Coordinated and prepared newspaper and radio releases for art schools.
- Organized and executed publicity campaigns for three concurrent theater productions.
- Initiated and planned a panel discussion of key artists.

Intern, Eileen Gillian and Associates, Miami, FL Summer 2005

- Researched and planned for course in public relations for small business owners.
- Prepared profiles and public relations programs which emphasized increased sales and improved public image.

EDITORIAL

Editor-in-Chief, Johns Hopkins News-Letter, Baltimore, MD 2006- present
News Editor/Managing Editor 2005

- Supervised 12 editorial departments and more than 100 staff members of a student-run newspaper, circulation 5,700.
- Expanded cultural coverage to include reviews of all campus theater productions.

WRITING AND REVIEWING

Reporter/Reviewer, Johns Hopkins News-Letter, Baltimore, MD 2004-2005

- Researched and reported on relevant community news.
- Reviewed various campus theater productions.
- Researched and reviewed local professional and amateur theater productions.
- Initiated a weekly column on up and coming actors.

SKILLS

Adobe Photoshop, Microsoft Excel, PowerPoint, Access. Able to converse in Korean.

REFERENCES

References and writing samples available upon request.

Nora J. Miller

Nmiller@jhu.edu • Cell: (555) 516-1234

Charles Commons #1234 • 3301 N. Charles St • Baltimore, MD, 21218

987 Flower Lane • Seattle, WA 98109

EDUCATION

Johns Hopkins University

Baltimore, MD

Bachelor of Arts in International Relations; Minor: Entrepreneurship & Management

Expected May 2011

Cumulative GPA: 3.2

Relevant Coursework: Oral Presentations, Introduction to Business

Institute of Notre Dame

Seattle, WA

High School Diploma

June 2006

Cumulative GPA: 3.5

- **Senior Class Vice President**
- **Varsity Field Hockey:** Captain of State Champion Team, First Team All-State, First Team All-Prep, and First Team All-Metro
- **The Patti Murphy Leadership Award:** Awarded annually to a student who showed the most devotion to her team members.
- **The Flanahan Award:** Awarded annually to a student who has demonstrated excellence in her academic work and extracurricular activities, and a willingness to give of herself to her fellow students.

LEADERSHIP EXPERIENCE

JHU Department of Housing & Dining

Baltimore, MD

Residence Hall Monitor

September 2008- Present

- Manage the distribution of recreational equipment for use in common areas
- Communicate with students to rectify issues and manage concerns
- Oversee the closing of the game room and computer lab

JHU Women's Varsity Field Hockey

Baltimore, MD

Goalkeeper

2006–Present

- Served as Women's Field Hockey representative to the Student Athlete Advisory Committee
- Organized the first ever *Relay for Life* fundraiser for the Women's Varsity Field Hockey Program

Under Armour 500 Field Hockey Academy (College Recruiting Camp)

Portland, OR

Goalkeeper Instructor and Evaluator

July 2007

- Co-coordinated the goalkeeper training sessions for twenty players twice daily
- Conducted feedback evaluations for the high school age players to help them improve their games
- Oversaw the dormitory halls and inspected the rooms to maintain order and tidiness

Seattle Shooters Field Hockey Camp

Seattle, WA

Camp Counselor

June 2007

- Coached and taught 7-9 year olds on the fundamentals of field hockey, as well as core values (hard work, fair play, and fun)
- Communicated with the players' parents to inform them of their child's improvement

SKILLS

Computer: Microsoft Word, MS Excel and PowerPoint

Language: Conversational German

Anne Glasser

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44 Hulburt Avenue • Fairport, NY 14450 • 585-555-1212

Objective

Summer internship in Chemical Engineering/Biotechnology utilizing:

- Substantial knowledge of both Chemical and Biomolecular Engineering principles along with a background in Chemistry and Biology demonstrated in both academic and research settings.
- Strong research abilities including experience implementing various research protocols using a variety of laboratory equipment, analyzing and collecting different types of data, and summarizing findings in written laboratory reports.
- Strong written and verbal communication skills including experience presenting technical findings in written reports, project proposals, and poster presentations.
- Outstanding organizational abilities demonstrated through leadership positions in many different campus organizations.
- Knowledge of Excel, Word, and basic MATLAB.

Education

JOHNS HOPKINS UNIVERSITY

Baltimore, MD

Bachelor of Science in Chemical and Biomolecular Engineering

May 2008

- Overall GPA 3.2/4.0; Major GPA 3.3/4.0
- Concentration: Molecular and Cellular Bioengineering
- Bloomberg Scholarship, awarded for academic excellence
- American Institute of Chemical Engineers, President 2006-2007, Vice President 2005-2006
- Society of Women Engineers Member, Social Chair 2005-2006
- Alpha Phi Sorority, President 2006-2007

Selected Chemical and Biomolecular Engineering and Related Courses and Projects

Modeling Dynamics & Control for Chemical and Biological Systems, Biomolecular Engineering Lab, Kinetic Processes, Chemical & Biological Separations, Applied Physical Chemistry, Transport I & II, Biochemistry Lab, Thermodynamics, Biochemistry, and Introduction to Chemical & Biological Process Analysis.

- **Serial Nanofilter:** Developed a prototype that demonstrates serial filtration using ultrathin silicon membranes. Project includes designing, building, and testing the device. Fall 2006-Spring 2007
- **Mass Transport from a Dissolving Particle:** Created a simulation of a spherical water droplet from an inhaler traveling down the respiratory system using MATLAB. Summarized the findings in a paper. Fall 2005

Chemical Engineering and Related Research Experience

DEPARTMENT OF CHEMICAL ENGINEERING

Baltimore, MD

Research Assistant

Fall 2005-Spring 2006

- Cloned genes from the bacterium, *Clostridium thermocellum* and inserting them into E-coli.
- Utilized laboratory techniques including PCR, miniprep, and electrophoresis.
- Project investigated genetic material and its possible use in fuel cells.

DEPARTMENT OF BIOMEDICAL ENGINEERING

Baltimore, MD

Research Assistant

Fall 2004-Spring 2005

- Developed and perfected the experimental procedure for testing the effects of ultrasound on a monolayer of cells in Professor Dalecki's lab.
- Studied the effects of ultrasound on extracellular membrane proteins focusing on fibronectin.
- Designed and implement protocols using ultrasound equipment.
- Developed a proficiency in cell culture techniques
- Trained in basic methodology for laboratory mice and animal resource orientation.

HUGH MATTHEW SMITH

School Address: 3987 North Charles Street, Baltimore, MD 21218, hughsmith@jhu.edu

Permanent Address: 222 Home Street, Hometown, NJ 22222, 203-555-1212 (cell)

EDUCATION

Johns Hopkins University

Baltimore, MD

Bachelor of Arts in Public Health & Spanish

May 2008

Overall GPA: 3.4, Major GPA: 3.6 Dean's List (Spring 2005, Fall 2005)

Health Resources and Services Administration Award Recipient

2004

International Education for Students

Buenos Aries, Argentina

Completed courses in Argentinean culture and politics

Spring 2006

EXPERIENCE

Department of Public Health, University of Maryland

Rockville, MD

Laboratory Assistant

Fall 2006- Present

- Interviewed patients for clinical information regarding health status.
- Collaborated with a team on a \$1 million grant to fund research involving HIV/AIDS treatment.
- Prepared laboratory samples and collected data used to evaluate the effectiveness of drug therapies.
- Entered data into database using SPSS and summarized results to be presented to research team.

Somerset Medical Center

Somerville, NJ

Educator Volunteer

Summer 2006

- Educated adolescents on the harmful effects of secondhand smoke.
- Researched and analyzed effective methods to market health related messages to target population.
- Collaborated with a team on educational brochure to be distributed in relevant communities.
- Chaired service committee to plan three annual fundraisers for local and national charities.
- Organized fundraisers for donations to Children's Miracle Network, increasing revenue by 25%.
- Arranged volunteer activities to increase member participation by 100%.

ACTIVITIES

Johns Hopkins University Training Department

Baltimore, MD

Student Athletic Trainer

Fall 2006-present

- Prepared athletes for activities, monitored injuries and administered follow up care.
- Communicated with coaches about treatment options and progress of student athletes.
- Educated athletes about training techniques to strengthen overall performance.

Alpha Phi Alpha, Johns Hopkins University

Baltimore, MD

Service Chair

Fall 2005

- Chaired service committee to plan three annual fundraisers for local and national charities
- Organized fundraisers for donations to the Children's Miracle Network, increasing revenue by 25%
- Arranged volunteer activities to increase member participation by 100%

Pediatrics Department, Mercy Medical Center

Baltimore, MD

Medical Tutorial Student

Spring 2005

- Attended pediatric conferences and seminars for the development of child abuse legislation.

SKILLS

- Win 2000/NT, MacOS, Unix, Microsoft (Excel, PowerPoint, Access)
- Experience using various statistical software packages including SPSS and SAS.
- Able to read, write, and speak Spanish fluently.

SAMUEL A. LI 3
400 North Charles Street Apartment 200, Baltimore, MD 21218
E-mail: student@jhu.edu
Phone: 410-516-8056

ACADEMIC BACKGROUND: SAT Math - XXX, SAT Verbal XXX
Johns Hopkins University Baltimore MD
Bachelor of Science, May 2007
Double Major: Electrical Engineering and Computer Science GPA: 3.3
Bachelor of Arts, May 2007
Major: Computer Science. GPA: 3.7

PROFESSIONAL EXPERIENCE

IBM Global Services Systems, Analyst, Summer 2006

- Managed Exchange migration of Lucent Technologies Microelectronics Sales/F&E site.
- Developed business plan for implementation of the new on-site production NT 4.0 server.
- Designed and implemented Client/Server application/intranet test lab.
- Implemented remote backup, quota management, on-site and remote deployment of equipment.

Johns Hopkins Academic Computing, Senior Consultant, 2004-2006

- Supervised, hired, trained and reviewed 18 undergraduate consultants.
- Designed and implemented internal consultant review and MCP/MCSE certification program.

Computer Science Department, Johns Hopkins University, Teaching Assistant, Fall 2005

- Led discussions and provided guidance to students for C++ coursework.

INFORMATION MANAGEMENT CONSULTING EXPERIENCE

- 2Ton Media Hubbard Online, Chicago, IL, Summer 2005.
- United Technologies Corporation (UTC), Washington, DC, December 2004.
- National Catholic Office for Persons with Disability Washington, DC, January 2005.

COMPUTER SKILLS AND EXPERTISE

- Expertise with Win98/NT, MacOS, Unix.
- Experience in multimedia programs including the Adobe Creative Suite and Dreamweaver.
- Knowledge of signal processing and silicon chip design, layout and implementation.
- Proficient in C/C++, SQL, Assembly (MIPS, Intel 8080, Motorola 6800) and Web Design.
- Fluent in written and verbal Mandarin Chinese.

ACTIVITIES AND ACHIEVEMENTS

Student Advisor, Johns Hopkins University, 2006.

Vice President, Chinese Student Association, Johns Hopkins University, 2005-2006.

Varsity Fencing, Maryland State Champion, Top 32 Junior Olympics, 2005.

Association for Computing Machinery and IEEE, 2003-2005.

GREGORY HIGGINS
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REFERENCES

Dr. Margaret Bowen (current supervisor)
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Dr. John Geske (former supervisor)
Chairman, Physics Department
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