

RESUME GUIDE

PURPOSE

A resume is used to help market yourself as a good fit for a specific job or company. The goal is to help you get an interview by showcasing your experiences, skills, and accomplishments to an employer. A resume should be neat and organized and contain only relevant information that will make it easy for an employer to see why you might be a good candidate. The following tips and examples reflect the **chronological resume** style, which highlights most recent experiences first, then lists each additional experience in reverse chronological order within each section.

FORMATTING GUIDELINES

Formatting should be consistent and well organized throughout each experience on your resume so employers can more easily skim your resume for information. Additionally, your formatting should be consistent across all application documents including resume, cover letters, personal statements, etc. It is recommended that you start from scratch in Microsoft Word rather than use a template, because templates may not follow best practices and can be difficult to edit.

FONTS

Use a basic font that is easy to read such as Times New Roman, Arial, and Calibri. Font size for the body portion of your resume can range from 10-12pt font. Your name and section headers may be formatted a few sizes larger.

BOLDING

Bolding text can help highlight information you want to stand out to the employer such as degree or job titles. Think about what is the most important information for an employer to know. Make sure your use of bold text is consistent throughout.

PAGE LENGTH

Resumes are traditionally no more than a page long and fill the entire page. Two pages may be used for resumes with substantial experience, though this is less common. If you plan on using two pages, be sure to fill the entire second page, avoid cutting an experience in half at the page break, and use page numbers.

MARGINS

The margins on a resume typically range from half an inch (narrow setting in Word) to one inch (standard setting in Word).

BULLET POINTS

Use bullet points to highlight key skills and accomplishments under each experience. A good bullet point will be no longer than one sentence and will start with an action verb. This verb should reflect the skill set you are trying to market to the employer. A list of action verbs is included for your reference at the end of this document.

Additionally, a bullet point should display your accomplishments not tasks. Quantify your experiences with numbers or other concrete measures whenever possible. The more detailed your bullet point, the more information an employer is able to gather. A formula for writing strong bullet points is listed below:

Strong ACTION VERB¹ + WHAT² you did + HOW³ and/or WHY you did it

EXAMPLE

Weak Bullet Point

- Watched children

Strong Bullet Point

- Cared for¹ 2 children, ages 6 and 9², and developed play activities designed to promote educational and social development, such as games, arts and crafts, and storytelling³

TAILORING YOUR RESUME

Each resume you create should be tailored specifically to the position you are applying to. Look closely at the position description and pull out key words, skills, and phrases you may want to use in your resume. Organize your experiences to reflect the skillsets needed for the particular job you are applying to. You can adjust your section titles, the length of each experience, and the content of your bullet points to tailor your resume to the position you are applying to.

As you begin to decide what to include on a resume, it may be helpful to create a **master resume**. A master resume is a comprehensive resume that includes all of your past experiences, relevant or not, in great detail with disregard for page length limitations. You can then edit your master resume down in order to tailor it to a specific position.

WHAT NOT TO INCLUDE

Regardless of what you are applying to, there are a few things you should avoid including on your resume. There are, of course, exceptions to every rule, but in general you should avoid including the following:

- **Objectives / Personal Summaries**
It is no longer considered a best practice to start your resume with an objective statement or some kind of summary since these statements usually take up valuable space that could be used to describe your experiences.
- **Old Experiences and High School Experiences (After Sophomore Year)**
Unless an experience is extremely relevant to what you are applying to it is probably safe to leave these off. By the end of your sophomore year in college you should have started to replace these experiences with new ones.
- **References Available Upon Request**
Avoid making the employer have to do any extra work to request your references and instead provide a list of 3-5 references in a separate document. A sample reference sheet is listed towards the end of this guide.

RESUMES VS. CURRICULUM VITAS (CV)

A CV is an academic, research focused resume traditionally used in academic, research, health care settings, and abroad. CVs are not restricted to a page length because they may include a lengthy “Publications and Presentations” section in which out-of-classroom presentations and co-authored publications are listed. Otherwise, these two resume styles are interchangeable.

PERSONAL INFORMATION

Your resume should start with a header including your name and contact information. Your name should be large and prominent at the top of your resume. This can be justified on left, center, or right as you prefer.

INCLUDES

- Contact Information: Full Name, Address (full address or just City, State), Phone Number, and Email Address
- Portfolium, LinkedIn, or other professional portfolio, **optional**

EXAMPLE

CALEB HAAS

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<https://portfolium.com/calebhaas>

EDUCATION

List your education starting with your most recent experience. You do not need to include your high school or, if you are a transfer student, your previous college(s), though you may. You may swap whether you list your degree title or the institution name first, depending on what you are applying to.

INCLUDES

- Degree title(s)
- Academic Honors (Dean’s List, GPA if above 3.0, etc)

EXAMPLE 1

EDUCATION

Bachelors of Art in Administration of Justice, Minor in English Communications Anticipated May 2017
Salve Regina University, Newport, RI Cumulative GPA: 3.67, Dean’s List

EXAMPLE 2

EDUCATION

Salve Regina University, Newport, RI Anticipated May 2017
Bachelors of Art in Administration of Justice, Minor in English Communications Cumulative GPA: 3.67, Dean’s List



EXPERIENCES

The titles for each of your sections can vary based on the skill sets and experiences you want to market to the employer. You may want to include a blanket "Experience" section on your resume which includes all of your experiences in reverse chronological order, or you may want to categorize your experiences by breaking them up into various sections. For example, you may want to highlight your more relevant experiences by breaking them up under two separate sections titled, "Relevant Experience" and "Additional Experience". You can even be more specific with your section headers to reflect a particular skillset, for example you could have a section titled "Non-Profit Experience", "Federal Work Experience", "Writing and Editing Experience", etc.

INCLUDES

- Job/Experience Title
- Organization's name and location
- Bulleted description of skills and accomplishments starting with action verbs
- Dates of employment (usually aligned against the right margin)

EXAMPLE

LAW AND POLICY EXPERIENCE

- Grant Policy Advising Intern**, Rhode Island Emergency Management, Cranston, RI June 2016 – Present
- Monitor Homeland Security Grant compliance for local Fire, Police, and Public Works Departments by coordinating site-visits and verifying paperwork to ensure grant funded equipment is being utilized properly
 - Audit local departments compliance with grant regulation and deliver an auditing report to grant funded departments to complete auditing process
 - Respond to grant policy questions submitted via email and maintain individual department files

RELEVANT COURSEWORK

If you are applying to a position within your academic field, you might consider including some of your relevant coursework. Introductory level courses may be left off and you should tailor your course list directly to the position you are applying to (ie. For a marine biology research position, you might leave off BIO 111, General Biology, but include BIO 260, Marine Biology). Coursework can be included in a variety of ways, for emphasis.

EXAMPLE 1 (AS PART OF EDUCATION)

EDUCATION

- Bachelors of Art in Administration of Justice, Minor in English Communications** Anticipated May 2017
Salve Regina University, Newport, RI Cumulative GPA: 3.67, Dean's List
- Relevant Coursework:** Criminal Law, Criminal Procedure, Contemporary Trends and Issues in the Justice Process

EXAMPLE 2 (IN ITS OWN SECTION)

RELEVANT COURSEWORK

- Criminal Law**, Salve Regina University August – December 2015
- Analyzed and interpreted the decisions of English and American Courts as they pertain to the rules and doctrines of substantive criminal law
 - Researched the relationship between education and crime and completed a 12 page literature review
 - Presented research findings for 30 minutes in front of the class and participated in a poster presentation

Additionally, if you have publications, presentations, poster presentations, etc. you would like to include on your resume, you can list these out as citations. The example below is in APA format, but use whatever is common in your field.

PUBLICATIONS AND PRESENTATIONS

- Haas, C. & S. Wyatt** (2018, March). *Higher education and its impact on crime rates in the Northeastern United States*, Poster session presented at the annual SRU Day Research Symposium, Salve Regina University, Newport, RI.
- Amin, N., **Haas, C. & S. Wyatt** (2017, April). The 21st century city and the rise of crime. *Journal of Metropolitan Law*. 14 (5): 64-72. Retrieved from <https://www.metrolaw.com/research/2017-14-5.pdf>



INTERNATIONAL & STUDY ABROAD EXPERIENCE

Similarly to Relevant Coursework, Study Abroad Experiences can be included on your resume in a variety of ways, depending on how much you want to highlight this information for the employer.

EXAMPLE 1 (AS PART OF EDUCATION)

EDUCATION

Bachelors of Art in Administration of Justice, Minor in English Communications Anticipated May 2017
Salve Regina University, Newport, RI Cumulative GPA: 3.67, Dean's List

Study Abroad January – May 2015
Universidad de los Andes, Santiago, Chile

EXAMPLE 2 (IN ITS OWN SECTION)

INTERNATIONAL EDUCATION

Study Abroad, Universidad de los Andes, Santiago, Chile January – May 2015

- Developed fluency in written/spoken Spanish
- Gained awareness of global legal and political issues through courses on Chilean law and policy
- Researched the relationship between crime and socioeconomic climate in Chile

EXAMPLE

SKILLS, LANGUAGES, ETC

You may want to include a technical skills, language skills, training, or certification sections on your resume if your job will require you to call upon a specific skill set. For example, an Accounting major may want to list familiarity with commonly used software platforms such as Microsoft Excel or QuickBooks in a "Computer Skills" or "Software Applications" section. A skills section should not include soft skills such as, "able to work as part of a team" or "highly motivated"; these skills should be included as part of your cover letter or your bullet points. You can title these sections however you would like to tailor them to the position you are applying to.

EXAMPLE

SKILLS

Languages: English (fluent), Spanish (fluent), Arabic (moderate)

Computer: Microsoft Office Suite, Abacus Data Systems AbacusLaw, SPSS

OTHER POSSIBLE SECTIONS

Some additional sections you may consider including on your resume are below, but you are not limited to only these.

CAMPUS INVOLVEMENT, VOLUNTEER WORK, HONORS, AWARDS & ACHIEVEMENTS

EXAMPLE 1 (MORE DETAIL)

CAMPUS INVOLVEMENT

Orientation Leader, Office of Student Activities July – August 2015

- Assisted in the implementation of orientation programs for first year and transfer students and their families
- Served as a resource and mentor to 15 students throughout their first year at Salve
- Planned and directed ice-breaker and team-building activities to facilitate interaction between new students

EXAMPLE 2 (LESS DETAIL)

CAMPUS INVOLVEMENT

Vice President, Administration of Justice Club
Orientation Leader, Office of Student Activities

September 2013 – Present
July – August 2015



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LAW AND POLICY EXPERIENCE

Grant Policy Advising Intern, Rhode Island Emergency Management, Cranston, RI June 2016 – Present

- Monitor Homeland Security Grant compliance for local Fire, Police, and Public Works Departments by coordinating site-visits and verifying paperwork to ensure grant funded equipment is being utilized properly
- Audit local departments compliance with grant regulation and deliver an auditing report to grant funded departments to complete auditing process
- Collaborated with staff in the completion of a 40 page Policies guidebook completed in July 2015
- Respond to grant policy questions submitted via email and maintain individual department files

RELEVANT COURSEWORK

Criminal Law, Salve Regina University August – December 2015

- Analyzed and interpreted the decisions of English and American Courts as they pertain to the rules and doctrines of substantive criminal law
- Researched the relationship between education and crime and completed a 12 page literature review
- Presented research findings for 30 minutes in front of the class and participated in a poster presentation for Administration of Justice students and faculty

Controversial Legal Issues, Salve Regina University August – December 2014

- Examined current legal issues that have become apparent since 9/11 through readings and class discussion
- Wrote a 20 page research paper focusing on the Patriot Act and the strain between privacy interests and intelligence gathering in a post 9/11 world

CAMPUS LEADERSHIP EXPERIENCE

Vice President, Administration of Justice Club, Salve Regina University September 2013 – Present

- Organize a fundraising event each spring and managed the progress of individual planning committees
- Edit and distribute the club newsletter to members and campus community

Orientation Leader, Office of Student Activities, Salve Regina University July – August 2015

- Assisted in the implementation of orientation programs for first year and transfer students and their families
- Served as a resource and mentor to 15 students throughout their first year at Salve
- Planned and directed ice-breaker and team-building activities to facilitate interaction between new students

VOLUNTEER EXPERIENCE

Volunteer, Court Appointed Special Advocates (CASA), Providence, RI August 2016 – Present

Volunteer, Habitat for Humanity, Salve Regina University January 2015 – Present

ADDITIONAL EXPERIENCE

Waiter, The Red Parrot, Newport, RI September 2013 – Present

- Write down or memorize customer food orders and enter them into computer system for transmittal to kitchen staff
- Prepare checks that itemize and total meal costs and sales taxes

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REFERENCES

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ACTION VERBS

MANAGEMENT/ LEADERSHIP SKILLS			CREATIVE SKILLS		ADMINISTRATIVE SKILLS	
Administered	Established	Overhauled	Acted	Illustrated	Approved	Operated
Appointed	Executed	Oversaw	Adapted	Initiated	Arranged	Organized
Approved	Generated	Planned	Combined	Instituted	Classified	Prepared
Assigned	Handled	Presided	Composed	Integrated	Collected	Processed
Attained	Headed	Prioritized	Conceptualized	Introduced	Compiled	Recorded
Authorized	Hired	Produced	Condensed	Invented	Dispatched	Retrieved
Chaired	Hosted	Recommended	Created	Modeled	Executed	Screened
Considered	Improved	Reorganized	Customized	Modified	Generated	Specified
Consolidated	Incorporated	Replaced	Designed	Originated	Implemented	Systemized
Contracted	Increased	Restored	Developed	Performed	Inspected	Validated
Controlled	Initiated	Reviewed	Displayed	Photographed	Monitored	
Converted	Instituted	Scheduled	Entertained	Planned		TECHNICAL SKILLS
Coordinated	Led	Secured	Established	Revised	Adapted	Operated
Decided	Managed	Selected	Fashioned	Revitalized	Applied	Overhauled
Delegated	Merged	Streamlined	Formulated	Shaped	Assembled	Printed
Developed	Motivated	Strengthened	Founded	Solved	Calculated	Programmed
Directed	Navigated	Supervised			Computed	Rectified
Enforced	Organized	Terminated			Conserved	Regulated
Enhanced	Originated				Constructed	Remodeled
			RESEARCH SKILLS		Converted	Repaired
			Analyzed	Inspected	Debugged	Replaced
			Clarified	Interviewed	Designed	Restored
			Collected	Invented	Determined	Solved
			Compared	Investigated	Developed	Specialized
			Conducted	Located	Engineered	Standardized
			Critiqued	Measured	Fabricated	Studied
			Detected	Organized	Fortified	Upgraded
			Determined	Researched	Installed	Utilized
			Diagnosed	Reviewed	Maintained	
			Evaluated	Searched		TEACHING SKILLS
			Examined	Solved	Adapted	Guided
			Experimented	Summarized	Advised	Individualized
			Explored	Surveyed	Clarified	Informed
			Extracted	Systematized	Coached	Instilled
			Formulated	Tested	Communicated	Instructed
			Gathered		Conducted	Motivated
					Coordinated	Persuaded
					Critiqued	Simulated
					Developed	Stimulated
					Enabled	Taught
					Encouraged	Tested
					Evaluated	Trained
					Explained	Transmitted
					Facilitated	Tutored
						FINANCIAL SKILLS
					Administered	Estimated
					Adjusted	Forecasted
					Allocated	Managed
					Analyzed	Marketed
					Appraised	Measured
					Assessed	Planned
					Audited	Prepared
					Balanced	Programmed
					Budgeted	Projected
					Calculated	Qualified
					Computed	Reconciled
					Conserved	Reduced
					Corrected	Researched
					Determined	Retrieved

Modified from http://www.quintcareers.com/action_skills.html

