



# RESUME GUIDE: GETTING STARTED

**UNIVERSITY OF DALLAS**  
*Office of Personal Career Development*

# WRITING YOUR RESUME

A resume is often the first sense a recruiter has of you, your abilities, and accomplishments. Resumes receive about six seconds of a recruiter's time, so don't try to include everything during your time at Notre Dame. Think of your resume as a tool that markets your most applicable skills and experiences. A well-written resume can help your chances of getting an interview.

## TYPES OF RESUMES

### REVERSE CHRONOLOGICAL

This is the most common resume format for college students.

A reverse chronological resume organizes information by jobs/experiences with the most recent listed first.

### FUNCTIONAL

A functional (or skills-based) resume works well for professionals but typically not for undergraduates. It organizes information into functional groups of skills or accomplishments.

### COMBINATION

This type of resume organizes information with an emphasis on skills in reverse chronological order. Experiences and skills can be tailored to the specific requirements of a position.

### CREATIVE

Typically utilized for applying to design positions, this type of resume does not follow a specific format. A creative resume showcases a student's design capabilities while delivering key accomplishments in a unique aesthetic.

### RESUME ON HANDSHAKE

- Always have an updated default resume in Handshake. The first resume you upload will be your default resume
- You may choose whether or not to make your resume visible to employers.
- Click "My Documents" to see your uploaded resumes, then click "Visible" to allow employers to review your resume.
- You may receive notifications from employers when your resume is visible.

## COMMON RESUME SECTIONS

Resume sections should be tailored to the position for which you are applying. Many sections are flexible and can be combined to tell your unique story.

### CONTACT INFORMATION (REQUIRED)

- Name—slightly larger font than the rest of the document
- Address (permanent, campus, or both)
- ND email address and cell phone number

### OBJECTIVE (OPTIONAL)

- If you choose to use an objective make it specific to the industry and position—a vague objective can do more harm than good

### EDUCATION (REQUIRED)

- University and city/state
- Degree and month/year of graduation
- Major(s), minor(s), and concentration(s), if applicable
- GPA. If stating Major GPA, include cumulative GPA too, and do not round up!
- Include high school for First Year students. Sophomores can include it if returning home for an internship
- Study abroad programs or other universities, if applicable, formatted the same as current university



## RESUME TIPS

- Use Microsoft Word, not Google Docs or Pages
- One page, be brief but provide sufficient information
- Font size should be between 10-11 pt., margins between 0.5-1 inch
- Consistency and clarity are key
- Utilize strong action verbs to begin your bullet points, but vary your word choice
- Tailor your resume to each position
- Include results/accomplishments; quantify when possible
- Emphasize your unique skills
- Make your resume stand out—use a personalized heading, bolding, and lines in selective areas
- Keep your resume updated with experiences, accomplishments, GPA
- References should not be on resume
- Save resume as a PDF

## HONORS (OPTIONAL)

- Relevant accomplishments, achievements, scholarships or awards earned for exceeding average standards in either academics, athletics, or in a work environment
- Honors can be included under Education instead of listed separately

## RELEVANT COURSES (OPTIONAL)

- Consider adding unique courses beyond general or introductory requirements of the major
- Include courses related to career goals, objectives, and/or skill sets

## EXPERIENCE (REQUIRED)

- Always include the name of organization, location, job title, and dates worked
- Utilize strong action verbs, quantify results when possible, and use a variety of verbs to start each bullet point
- Describe the scope and context of a situation. Explain the actions you took and the impact these had on both the organization and yourself
- Talk about what was learned and the skills developed, not just the tasks/jobs that were performed
- Do not limit “Experience” to jobs or employment; Clubs or project work can also be included

## LEADERSHIP, ACTIVITIES, SERVICE (OPTIONAL)

- It is important to list quality over quantity in this section
- Name the organization, role/position title, date, and a possibly a bullet describing skills, responsibilities, and/or accomplishments

## SKILLS (REQUIRED)

- Includes computer, technical, language, science/laboratory, and production skills when applicable
- Do not list soft skills—instead incorporate those skills into your experiences to demonstrate how they were developed

## INTERESTS (OPTIONAL)

- Certain industries may also like to see an “Interests” section that includes hobbies and areas of interests
- Interest sections can be combined with “Skills” or “Activities”
- Be honest and specific when listing interests—you may be asked about them in an interview!

## NACE COMPETENCIES

(The National Association of Colleges and Employers)

Career readiness of college graduates is of critical importance in higher education, in the labor market, and in the public arena. Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition to the workplace.

Conveying these competencies through your resume and application will allow you to show those viewing it that you have the qualities needed to succeed.

### Critical Thinking/Problem Solving:

Exercise sound reasoning to analyze issues, make decisions, and overcome problems.

### Oral/Written Communication:

Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization.

### Teamwork/Collaboration:

Build collaborative relationships with colleagues and customers, work within a team structure, and negotiate and manage conflict.

### Digital Technology:

Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals.

### Leadership:

Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others.

### Professionalism/Work Ethic:

Demonstrate personal accountability, effective work habits, integrity, and ethical behavior.

### Career Management:

Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth.

### Global/Intercultural Fluency:

Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions.

# RESUME ACTION VERBS

Avoid using common words such as helped, worked, and responsible for.

|                      |                  |                      |                     |                       |                  |
|----------------------|------------------|----------------------|---------------------|-----------------------|------------------|
| <b>A</b> accelerated | classified       | educated             | <b>J</b> increased  | ordered               | returned         |
| accommodated         | cleared up       | elected              | informed            | organized             | revealed         |
| accomplished         | collaborated     | eliminated           | initiated           |                       | reviewed         |
| accounted for        | collected        | employed             | innovated           |                       | revised          |
| achieved             | combined         | encouraged           | inspected           | <b>P</b> participated |                  |
| acquainted           | compiled         | enlisted             | inspired            | perceived             | <b>S</b> saved   |
| acquired             | completed        | ensured              | instructed          | performed             | scheduled        |
| adapted              | computed         | entered              | interpreted         | persuaded             | screened         |
| added                | condensed        | established          | interviewed         | planned               | scrutinized      |
| adjusted             | conducted        | estimated            | invented            | prepared              | selected         |
| administered         | conferred        | evaluated            | inventoried         | presented             | sent             |
| advertised           | consolidated     | examined             | invested            | processed             | served           |
| advised              | constructed      | executed             | investigated        | procured              | set              |
| advocated            | consulted        | expanded             |                     | produced              | shipped          |
| aided                | controlled       | expedited            | <b>J</b> joined     | profited              | showed           |
| altered              | converted        | explained            | judged              | programmed            | sold             |
| analyzed             | convinced        | explored             |                     | projected             | solved           |
| anticipated          | coordinated      | extended             | <b>K</b> keyed      | promoted              | sought           |
| applied              | copied           |                      |                     | proofed               | specified        |
| appraised            | corrected        | <b>F</b> facilitated | <b>L</b> laminated  | proposed              | spoke            |
| approved             | counseled        | familiarized         | launched            | proved                | sponsored        |
| arbitrated           | counted          | filed                | lectured            | provided              | stabilized       |
| arranged             | created          | forecasted           | lead                | publicized            | started          |
| assembled            | critiqued        | foresaw              | learned             | published             | stopped          |
| assessed             |                  | formulated           | led                 | purchased             | straightened     |
| assisted             | <b>D</b> debated | fostered             | liaised             |                       | streamlined      |
| assumed              | decided          | found                | logged              | <b>Q</b> qualified    | strengthened     |
| attached             | defined          | founded              |                     |                       | studied          |
| attained             | delegated        |                      | <b>M</b> maintained | <b>R</b> rated        | submitted        |
| attended             | delivered        | <b>G</b> gained      | managed             | received              | suggested        |
| augmented            | demonstrated     | gathered             | marketed            | recognized            | summarized       |
| authored             | designed         | generated            | maximized           | recommended           | supervised       |
|                      | detached         | governed             | measured            | recorded              | supplemented     |
| <b>B</b> balanced    | determined       | graded               | medicated           | recruited             | surpassed        |
| bolstered            | developed        | greeted              | merged              | reduced               |                  |
| briefed              | devised          | grouped              | modified            | referred              | <b>T</b> taught  |
| budgeted             | directed         | guaranteed           | monitored           | regulated             | terminated       |
| built                | disclosed        |                      | motivated           | reorganized           | tested           |
|                      | discovered       | <b>H</b> handled     |                     | repaired              | trained          |
| <b>C</b> calculated  | dispatched       | heightened           | <b>N</b> negotiated | replaced              | transferred      |
| catalogued           | displayed        | highlighted          | notified            | reported              |                  |
| caused               | distributed      |                      |                     | represented           | <b>U</b> unified |
| chaired              | drafted          | <b>I</b> identified  | <b>O</b> observed   | researched            | updated          |
| changed              | dramatized       | illustrated          | obtained            | resolved              | upgraded         |
| charted              |                  | implemented          | opened              | restored              | utilized         |
| checked              | <b>E</b> earned  | improved             | operated            | restructured          |                  |
| circulated           | edited           | incorporated         | orchestrated        | resulted in           |                  |

# RESUME CHECKLIST

## GENERAL FORMAT

| YES                      | NO                       |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Is the resume one page?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the first and last name at the top of the page in bold? Are address, phone number, and email easy to read?                                     |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the education section follow directly after the contact information?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Is formatting (e.g. bold, font, bullet sizes, heading styles) consistent throughout the resume?<br>Are the headings and statements evenly spaced? |
| <input type="checkbox"/> | <input type="checkbox"/> | Are verb tenses present tense for current experiences; past for previous experiences?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Are there approximately 1-4 statements in bulleted format under the Experience section?   |

## CONTENT

| YES                      | NO                       |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | If included, does the Objective statement clearly state industry, position, and 2-3 skill sets?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the resume include the applicable headings? Education, Experience, Activities/Leadership/Service, and Skills?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the Education section state official degree and graduation date? Is the cumulative GPA included if higher than 3.0?<br>Is the GPA accurate and not rounded up? |
| <input type="checkbox"/> | <input type="checkbox"/> | Do the bulleted descriptions demonstrate major accomplishments rather than routine tasks/duties and are they quantifiable when possible?                            |
| <input type="checkbox"/> | <input type="checkbox"/> | Do the bulleted descriptions start with action verbs and demonstrate the use of key skills?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the resume free of personal pronouns (e.g. no references to "I", "we", "me", "us", "my")?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the resume completely free from spelling, punctuation, abbreviations, and grammatical errors?  |

# Art Vandelay

City, State | 214.555.1212 | email | LinkedIn hyperlink

## Objective

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Motivated economics student with leadership, program coordination, and research experience. Interested in utilizing skill set in support of financial services organization.

## Education

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**University of Dallas, Irving, TX**

**Bachelor of Arts: Economics and Finance, Concentration in Accounting**

May 2019

- GPA 3.33/4.0, Dean's List, Honor Roll, Provost's Scholarship
- New Student Orientation Leader, August 2012
- Study abroad, Rome, Italy, Fall 2011
- Relevant coursework: Statistical Methods, Econometrics, Money Banking and Finance, International Economics

## Key Strengths

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- Scientific research/analysis
- Market research/analysis
- Team leadership
- Digital Media for business development
- Photoshop
- Canva

## Experience

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**Teaching/Lab Assistant, Astronomy in Colorado Program, Pitkin, CO**

May 2018 – June 2018

**University of Dallas, Irving, TX**

- Assisted professor with teaching astronomy labs and night sky observations
- Graded all homework, quizzes, lab assignments, and tests

**Media Marketing Intern**

September 2017 – December 2017

**Winstead PC, Dallas, TX**

- Wrote approximately 100 internal/external news releases pertaining to company initiatives
- Developed Excel spreadsheets to compile information regarding firm competitors, trends, and events
- Conducted 5-6 extensive research projects for various law groups within the firm
- Maintained all online content for the firm, including website, portal, and social media accounts

## Campus & Community Involvement

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**Baseball Team (NCAA Division III), Pitcher/First Baseman**

**University of Dallas, Irving, TX**

September 2016 – Present

- USCAA Baseball 'Honorable Mention' All-American, May 2013
- 2013 All-SCAC Baseball '1<sup>st</sup> Team,' May 2013
- SCAC Character & Community Male 'Student Athlete of the Week,' April 2013

**Eagle Scout/Senior Patrol Leader**

2016

**Boy Scouts of America, Friendswood, TX**