

Building a Resume for Success



**STANISLAUS
COUNTY HUMAN
RELATIONS**

Take Your Place.



Tips and tricks on making
a resume to help you
reach your goals.

TAKE YOUR PLACE AT STANJOBS.ORG



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Introduction

The Chief Executive Office—Human Relations team (CEO-HR) is committed to providing exemplary service to current and prospective employees of Stanislaus County. We are pleased to provide informational materials to support you as you participate in the County's employment process.

Purpose of this Guide

This guide provides information on preparing an effective resume. It is designed for anyone who seeks to enter or promote within the County's workforce. It can benefit individuals applying for a first job and those who already have a work history. Specifically, this guide will describe:

- ◇ Common resume styles and information to help select the best style for you.
- ◇ Typical resume sections and guidelines on the content to include in those sections.
- ◇ Guidelines and recommended structure for describing work experience on a resume.
- ◇ Tips on designing the formatting and layout of a resume.

We provide several examples throughout this guide to illustrate the formats we describe. The appendix also contains additional tools and resources for you to use.

Note: This guide is intended to assist you in presenting your qualifications. Following the formats and tools contained herein does not guarantee you will receive an employment offer. Please also note that resumes are not a substitute for submitting a completed application.

What is an Effective Resume

A resume is a marketing tool that “speaks” on your behalf to describe your professional qualifications to the reader. To be considered effective, it must be more than a summary of your job responsibilities and level of education. To be effective, your resume must have the following important characteristics:

- ◇ Focus—It should target a specific job opportunity and minimize or exclude irrelevant information.
- ◇ Proper Organization—It should present the most important information first and be structured in a manner that makes sense for your unique professional background.
- ◇ Sound Expression—It should be concise and errorless as it actively expresses your qualifications.
- ◇ Visual Appeal—It should look professional, approachable, and easy-to-read.

These characteristics collectively work to guide readers in their understanding of your qualifications.

Getting Started

Writing any document involves a process. The particular process of writing an effective resume usually involves considerable time and effort. There will likely be several revisions before you perfect your resume. Follow the steps below to get started:

- ◇ Obtain an understanding of the job you are seeking.
- ◇ Make a list of your education and training that are relevant to that job.
- ◇ Make another list of your skills and experience that are relevant to the job.
- ◇ Brainstorm on specific accomplishments that illustrated your qualifications for the job.

County Employment Process

A resume is generally considered a tool to help you “get a foot in the door” with an employer and lead to an interview. In the County, a resume functions in a slightly different way. To understand that function it is important that you have a basic understanding of the County’s employment process. Like most public agencies, the County has a structured process in which employment applicants must participate. An overview is provided below.

Step 1: When the County needs to fill vacancies in one of our 26 departments, CEO-HR will develop & open an **Exam Plan** for the job opportunity. This is a multi-stage process of identifying who is eligible to fill the vacancy.

Step 2: To announce an exam plan, CEO-HR will post an official **job flyer** on the website. The job flyer provides important information about the position (e.g., duties & salary) and its specific exam process (e.g., requirements & testing process)

Step 3: To be considered for the positions, you must submit a **job application** & any other materials described on the job flyer (e.g., degree or typing cert.). You can submit a resume as one of your materials; however, it will not be accepted in lieu of a completed application.

Step 6: As needs arise, Recruitment Analyst will refer your name to departments based on your ranking and the number of positions needing to be filled. Names are referred from the eligible list from top to bottom.

Step 5: If you successfully pass each stage of the process, your name will be placed on the list of individuals eligible for that position. Your name will be placed on the list ranked on your final examination score (e.g., highest score is ranked first, next highest is ranked second and so on).

Step 4: After you submit your application materials, a Recruitment Analyst will screen them to determine whether you meet the requirements described on the job flyer. If the materials show that you do, the analyst will inform you about the next step (s) of the process (e.g., written test or interview).

Common Resume Styles

There are many ways to organize an effective resume, and the County does not have a preferred style. The following sections describes the most common resume styles, including several inherent benefits and cautions regarding use of each style. Use this information to help identify the style that is best suited for presenting your qualifications. Appendix A contains resumes that illustrate these styles.

Chronological

This style focuses on where you have worked and how long you worked there. It lists your work experience in reverse chronological order, with your most recent position listed first. This style works best for individuals who have consistent work histories with no gaps. It also works well for those who have had increasing responsibility and who are seeking to advance in the same field.

Benefits

- Easiest style to write & interpret
- Clearly shows a career progression
- Emphasizes employers for whom you have worked
- Is perceived to be more credible & fact-based

Cautions

- Employment gaps stand out
- Highlights career stagnation (i.e., performing same job at same level for a long time)
- Easily shows frequent job changes or lack of work experience

Functional

This style focuses on the types of work you have performed rather than where and how long you performed them. It groups your work experience into 3-8 major functional areas, describing responsibilities and achievements within each area. Functional areas can be **competencies** (e.g., leadership, change management, customer service, administrative support), **functions** or **fields** (i.e., human resources, accounting, social services, budgets, contracts), **industries**, (e.g., local government, banking, non-profit, retail), or **other groupings** that make sense based on your experience.

Benefits

- Emphasizes accomplishments across a varied or extensive career
- Easy way to directly relate your work experience to the information on the job flyer
- De-emphasizes specific job titles & employers

Cautions

- More challenging style to write
- Makes it difficult for readers to grasp specifics about your work history
- Can highlight a lack of range in the type of work you have performed (i.e., not many functional areas)

- ◇ Have at least 10 years of experience
- ◇ Change employers frequently (e.g., working in freelance, consulting, or temporary positions)
- ◇ Have gaps in their work history
- ◇ Are changing careers

- ◇ Are reentering the job market
- ◇ Have professionally plateaued (i.e., experienced stagnant/idle career growth)
- ◇ Have job titles that do not reflect the level of skills used or experience gained.

Combination

This style includes elements of both the chronological and functional resume styles. It outlines your responsibilities and achievements within major functional areas first, and then describes your work history in chronological order. This style works best for individuals who have consistent work histories (i.e., no employment gaps) and varied and/or extensive experience (i.e., at least 10 years).

This style is most effective and impactful if you have standout accomplishments.

Benefits

- Easily shows a career progression
- Emphasizes accomplishments across a varied or extensive career
- Easy way to directly relate your work experience to the information on the job flyer

Cautions

- Employment gaps stand out
- Highlights career stagnations (i.e., performing same job at same level for a long time)
- Easily shows frequent job changes or lack of work experience

Regardless of the resume style you select, we recommend that you tailor your resume for a specific job opportunity. This requires that you obtain information about the job opportunity, such as that provided on a job flyer or by a hiring manager/designee during the screening process. Although creating a targeted resume can be challenging, it helps readers quickly see how your qualifications match their specific needs. As such, you will need to create multiple versions of your resume that address different job opportunities.

Resume Sections

Your resume should provide enough information to enable the reader to know who you are, where you can be reached, and why you are qualified for the job opportunity. To best facilitate this for the reader, categorize the information on your resume into clearly distinguishable sections. The next section of this guide provides information on resume sections.

Typical Resume Sections

Information on typical resume sections is provided below. Note that a single resume should not include all of these sections. Rather, select the sections to include on your resume that make the most sense based on your individual background. The sections are listed below in alphabetical order.

Activities

A bulleted list of unpaid activities (e.g., community involvements and volunteerism) in which you currently are, or previously have been, involved. An effective activities section includes reference to your role (e.g., any leadership position you held).

Examples:

- ◇ March of Dimes Team Leader, Fire Department, Stanislaus County, 2012-2014
- ◇ Charitable Giving Coordinator, Fire Department, Stanislaus County, 2010-2014
- ◇ Volunteer, Stanislaus County Food Bank, Thanksgiving Holidays, 2003-2012

Awards and Honors

A bulleted list of any work-related honors and awards you have received. An effective honors and awards section specifies the award you received, the entity that issued the award, the date you received the award, and any noteworthy details about the award.

Examples:

- ◇ Employee of the Month, Capstone Industries—July 2013 and December 2015
- ◇ Service Excellence Award, Stanislaus County Water Agency, presented by the Director—April 2010

Certifications and Licenses

A bulleted list of your professional certificates and licenses. Note that professional certifications are different from award certificates you have earned. To be effective, this section should include the full name of the certification or license along with its acronym, if any, because some readers may be more familiar with the acronym. Additionally, for a certification or license that must be renewed, indicate the certification or license number and active date or date range, if any.

Examples:

- ◇ Cisco Certified Network Associate (CCNA), 2013
- ◇ California Notary Public Commission, April 2013 to April 2017, Commission #123789
- ◇ California State Bar, License Number #123987

Education

A description of your formal academic achievements. An effective education section lists your academic achievements in reverse chronological order (i.e., most recent achievement listed first) and specifies the degree awarded (e.g., B.A., B.S., M.S., etc.) major, minor (if any), and name and location of the college or university. Certifications earned from a college or university should also be included in this section.

Examples:

- ◇ M.A. Public Administration, Loyola Marymount University—Los Angeles, CA
- ◇ B.A. Public Policy with a Minor in Economics, University of San Francisco—San Francisco, CA

In general, the more recently you have attended college, the more education related details you may want to provide because you will most likely have relatively less work experience. If you have been working for fewer than five years, you may include your grade point average (overall and/or in major, if 3.0 or higher), relevant courses, scholarships, honors, thesis or dissertation topic, etc.

Examples:

- ◇ Ph.D. Accounting, University of Washington—Seattle, WA
Dissertation: Dynamic Learning Effect in Public Finance and Risk Management
- ◇ B.B. Mechanical Engineering, Texas A&M University—College Station, TX
Honors Scholar Graduate, Distinguished Military Graduate, GPA 3.45/4.0

If you have not earned a degree, indicate the number of credits earned and/or your status toward acquiring the degree (e.g., expected completion date and/or “degree in progress” or “candidate”)

Examples:

- ◇ A.A. Business (in progress), Modesto Junior College—Modesto, CA
36 Units earned toward degree; expected completion 2016

Note: Generally, we recommend only including the year you earned a degree if it was earned within the past five years. Additionally, do not list your high school diploma unless you have not completed any college courses.

Military

A brief bulleted list about your military service. Include this section to inform the reader of your military service that is in addition to education, non-military work experience, or other qualifications related to the job opportunity. An effective military service section includes the branch of service, highest rank, clearances, decorations, and type of discharge, if applicable.

Do not include this section if you have extensive military experience or if you have exclusively worked in the military, as such experience would be described in greater detail in other section(s) of your resume (e.g., work experience or qualifications summary).

Name and Contact Information

A description of who you are and how the reader can reach you. An effective contact information section includes the following:

- ◇ First and last name
 - Including your middle name or middle initial is optional
 - Including a previous name is optional (e.g., if your references know you by that name)
- ◇ Full mailing address
- ◇ Telephone number(s)
 - Be sure your outgoing voicemail message is professionally-appropriate
 - Designate whether the number(s) provided is your home, business, or mobile number
- ◇ Email Address
 - Ensure the username (i.e., the part before “@”) and provider (i.e., the part after “@”) are professionally-appropriate.

Objective

A brief statement about your immediate career goal. An effective objective is not vague (e.g., “A position with growth potential”) It describes your need (i.e., the specific kind of work you want to do, the field in which you want to work, and the level at which you want to work) as well as how you will meet the reader’s need (i.e., the particular benefit you would provide to the job opportunity).

Examples:

- ◇ An IT-contracts management position with a large agency that utilizes my 5 years of experience managing IT contracts for small, local jurisdictions.
- ◇ A trainee position in human resources that utilizes my attention-to-detail and analytical ability.
- ◇ A position in the Stanislaus County Public Library where my background in library and information science will assist the agency in maintaining regulatory compliance and customer service.

Note: If included, the objective should be the first section after your name and contact information. Generally, only applicants for entry-level job opportunities include an objective, if at all.

Presentations

A bulleted list of presentations you have made to professional groups. Use a standard format for citations (e.g., APA—American Psychological Association or MLA—Modern Language Association).

Examples:

- ◇ “Succession Planning” Presented at the International Conference of the Human Resources Association, San Diego, March 2015

Professional Affiliations

A bulleted list of professional groups (e.g., organizations, associations, or societies) to which you belong. It should include reference to your role (e.g., any leadership positions held).

Examples:

- ◇ Member, Society for Human Resources Management
- ◇ Member & Elevator Safety committee chair, Society for Building Safety

If included, professional affiliations are listed near the end of the resume.

Publications

A list of published materials you authored. Use the standard format for citations (e.g., APA or MLA).

Examples:

- ◇ Doe, M. (2009) Risk Management Factors. New York: Baily Press.
- ◇ Doe, M (2017, June 2) Well-being linked to exercise. The New York Times. Retrieved from <http://wellbing.blogs.nytimes.com>

Qualifications Summary

A 5-7 statement bulleted list or paragraph summary that outlines your strengths and the value you provide to the job opportunity. It condenses an extensive background to describe your qualifications *most* relevant to the job opportunity. An effective qualifications summary should be mostly factual (i.e., excluding overuse of statements about work style and professional traits) and may be structured to include information such as the following:

- ◇ How much relevant experience you have in the targeted field
- ◇ What your formal training and credentials are, if relevant
- ◇ One or two significant accomplishments, broadly stated
- ◇ One or two demonstrated skills or abilities relevant to the job opportunity
- ◇ A reference to your professional values, commitment, or philosophical perspective on your field

Examples:

- ◇ Four successful years as County Finance Workgroup Chair
- ◇ M.S. degree in business finance with over seven years of supervisory experience
- ◇ Highly organized with the ability to efficiently manage several complex projects simultaneously.

A qualification summary is most appropriate for an applicant who has substantial experience; is changing careers and wants to demonstrate transferable skills; or has a varied work history. If included, the qualifications summary should be one of the first sections after your name and contact information. This section could also be called *Professional Profile* or *Summary of Qualifications*.

Skills

A bulleted list of skills that are relevant to the job opportunity. Examples of skills include typing speed, use of specific software applications, and languages spoken. An effective skills section specifies your level of proficiency in each skill.

Examples:

- ◇ 60-word-per-minute typing speed
- ◇ Advanced user of Microsoft Excel
- ◇ Extensive graphic design experience using Adobe Photoshop and Illustrator
- ◇ County Certified Bilingual in Spanish—Read, write, and speak

Generally, only include this section to highlight skills that are not directly or indirectly referenced in other sections of the resume (e.g., Education, Qualifications Summary, Work Experience).

Technical Skills

A bulleted list of your technical strengths important to a technical job opportunity (e.g., for an information technology field, the specific networking protocols and programming languages with which you have experience). An effective technical summary includes any technical certifications you have earned and describes your level of expertise. This section could also be called *Technical Expertise* or *Technical Qualifications*.

Training

A bulleted list of any training you have completed relevant to the job opportunity. Examples include courses that did not lead to a degree/certification and employer-sponsored workshops. An effective training section includes the name of the training body/entity and basic information about the training that lends credibility (e.g., number of hours to complete).

Examples:

- ◇ Budget Basics for the Public Sector, 6-unit course, California Community College

Work Experience

A description of your employment history relevant to the job opportunity. Provided below are some general guidelines on the work experience section:

- ◇ Include relevant full-time, part-time, and internship positions. In general, do not include volunteer experience in the work experience section
- ◇ In general, limit yourself to describing your past 10-15 years of experience. You may go back further if you have gaps in your work history, or experience from more than 10-15 years ago that is more relevant to the job opportunity than your more recent experience
- ◇ If you have experience that you want to include on the resume that is not directly relevant to the job opportunity, use a “Relevant Experience” section and an “Additional Experience” section on the resume. be brief in describing the additional experience
- ◇ Depending on the selected resume style, indicate the following for each position you have held:
 - Job title
 - Name and location (i.e., city and state) of your employer
 - * Include a brief description to provide context (e.g., “furniture distribution company with \$1.5 million in revenue) if the employer is not well-known or its mission is not apparent
 - Job duties and accomplishments
 - * See the “describing Work Experience” section of the guide for more information
 - Number and level of employees supervised, if any
 - Dates of employment
 - * Provide the month and year (i.e., specific day is unnecessary)

This section could also be called *Work History*, *Employment History*, or *Professional Experience*.

Order of Resume Sections

Sequence the sections of your resume in order of importance to the reader. That is, list the sections in the order that first shows who you are (i.e., your name) and then how you are qualified for the job opportunity. Position your strongest qualifications at the beginning of your resume (i.e., the top third of the page). New graduates should typically list the education section near the top, while individuals with a work history will list the qualifications summary and/or work experience section near the top. Additionally consider whether the job opportunity is in a field that values certain qualifications over others, and adjust the order of your resume sections accordingly (e.g., scientific fields tend to value education more than work experience).

Information to Exclude

There are several types of information that you should not include on your resume:



Hobbies & Interests



Information about how you like to spend your free time. Although this kind of information can “personalize” resumes, it is irrelevant to the purpose of resumes in the County’s employment process. The reader is not looking for the most interesting applicant, but rather the applicant who best demonstrates qualification for the job opportunity.



Personal Details



Information such as your age, ethnicity, religion, health condition, financial circumstance, etc. Your resume must only include information directly relevant to your qualifications for the job opportunity.



Photograph



Although including a photograph as part of an academic or employment application process is a common practice in some arenas, do not include your photograph on your resume or with your application materials for the county. An exception would be for job opportunities that require a copy of a license that features photographic identification to be submitted with the application.



Salary



Your last yearly, monthly, weekly, or hourly earnings for each position you have held. Salary is a required field on the job application because it can help the examination analyst understand a non-County position. You do not need to indicate salary on your resume.



References



A list of three to five individuals who have agreed to provide information about your work products, style, and behaviors based on their experience working directly with you. References would be listed on a separate document from your resume. You may choose to indicate, “references available upon request” at the very end of your resume; however, it is generally understood by any reader that you will provide references. Have your list of references available to be provided upon requested at any point of the employment process.

Note: Your references must be professional and/or educational (i.e., not personal references). The list should specify each individual’s name and title; business address, phone number, and email address; and type of relationship to you (e.g., supervisor, co-worker, professor).

Describing Work Experience

Properly articulating your work experience is one of your most challenging and important tasks as you develop or revise your resume. The following section presents information to help you effectively describe your work experience.

Resume Vs. Job Application

Generally, the same information about your qualifications appears on your resume and a job application. However, to be effective, the way the information is presented differs dramatically. Statements about work experience on the job application need to include more specifics. Statements about work experience on a resume are more focused and concise, emphasizing accomplishments or results achieved. The example below illustrates a statement on a resume versus job application.

Resume: Implemented four statewide public relations campaigns for radio and print media that resulted in a 40% increase in program participation.

Application: Implemented four statewide public relations campaigns for radio and print media to promote the agency’s “Healthy Living” program. Designed all print advertising materials using Adobe Photoshop. Composed the scripts for the radio advertisements. Selected and worked with diverse media outlets to produce the pieces. Designed metrics to evaluate the effectiveness of the campaign, which results in a 40% increase in program participation.

Individualizing Job Description Language

One of your goals in describing your work experience is to show how you have contributed beyond just “getting the work done.” A common resume mistake that impedes the achievement of the goal is to include statements that are similar to, or exactly copied from, a job description. These statements usually begin with phrases such as **duties included**, **responsibilities included**, or **responsible for**, followed by highly generic descriptions of work performed.

This is a mistake because these statements describe your position, not what you did to impact the position. The example below illustrates a statement that echoes a job description along with a revised version reflecting individualized performance of the same work.

Job Description: Duties included analyzing, evaluating, and improving the efficiency of internal administrative operations.

Individualized: Designed and conducted a multi-department study for the Board of Supervisors that evaluated the return-to-work program, which led to transformations that enhanced compliance with federal guidelines.

To individualize your work experience statements;

- 1) Do not use introductory phrases from a job description such as those highlighted in bold above
 - 2) Consider the job description an informational document that can help you frame your individual work experience, and 3) include specific reference to the impact you made in the positions you have held.
- The next section describes a method for structuring your work experience statements to help individualize them.

Recommended Structure effective statement about a work experience is structured to include three elements: the **Action** you took, the **Context** in which you took that action, and the **Benefit** that was realized from you action. These three elements are described below.

ACTION

Each work experience statement should begin with an action work that describes a specific action you took. Although a single statement can include multiple action words, the action word that begins the statement is the one that will be emphasized the most to the reader. Ensure that it is the most important action you want to highlight as you structure the statement.

A list of action words is provided in Appendix B. The list is no exhaustive, and we recommend that you use additional resources to identify other appropriate action words for your work experience statements. Keep in mind, however, that some action words can be vague or unclear (e.g., facilitated). Choose strong action words that help the reader clearly understand the work you performed.

CONTEXT

The context provides information to help the reader frame the action you took to better understand it. The context addresses questions such as the following:

- ◇ What was the project/assignment for which you performed the action?
- ◇ Under what conditions or circumstances did you perform the action?
- ◇ What issues or challenges did you face in performing the action?
- ◇ How did you perform or carry out the action?
- ◇ With whom did you interact as you performed the action?
- ◇ How often did you perform the action?

BENEFIT

The benefit provides information about the outcome or result of your action. It address the question, “Who or what was impacted by your action?” Although the benefit could be described in a generic way, the best way to describe the benefit of your action is to describe it in relation to the accomplishment(s) you achieved. Accomplishments provide information about the meaningful outcome or result of your action in a qualified and/or quantified manner.

Accomplishments help the reader project the value you provide in your current or previous position to the value you could provide in the target job opportunity. Below are some broad examples of accomplishments to prompt your consideration of your past work experience:

- ◇ Resolving a problem
- ◇ Increasing customer satisfaction
- ◇ Saving time, money, or resources
- ◇ Enhancing your employer’s image
- ◇ Developing more efficient processes
- ◇ Enabling managers to make more informed decisions
- ◇ Completing a significant number of activities (e.g., customers served, transactions processed, cases closed)

The next page illustrates several statements that follow the Action-Context-Benefit structure.

Note: Reviewing your past performance evaluations, work logs, work status reports, and letters of recommendation can help you identify or recall information to use in statements that follow this structure.

Examples

Recommended work experience Statement Structure

Key: (A) = Action (C) = Context (B) = Benefit

Original: Facilitated training for staff.

Revised: **(A)** Trained **(C)** a multi-module project management training for 200 entry-level analysts **(B)** which achieved a 98% participant post-test pass rate.

Original: Trained administrative staff.

Revised: **(A)** Trained **(C)** four new administrative personnel on office procedures **(B)** resulting in an organized and efficient administrative team within two weeks from their hire date.

Original: Attended group meeting and recorded minutes.

Revised: **(A)** Recorded **(C)** weekly meeting minutes using a laptop computer and **(A)** compiled them **(C)** in a Microsoft Word-based file **(B)** for future organizational reference.

Original: Updated department files.

Revised: **(A)** Scanned **(C)** hardcopy files and **(A)** created **(C)** an electronic retrieval data file with instruction guide **(B)** which increased efficiency by 10%.

Original: Hired employees for a restaurant.

Revised: **(A)** Recruited, hired, and trained **(C)** more than 20 employees for a restaurant with \$2 million in annual sales, **(B)** contributing to a 100% retention rate after 90 days despite a 40% industry average turnover.

Original: Moved the office supply process from a paper to electronic system.

Revised: **(A)** Simplified the office supply process **(C)** by creating an electronic supply request form that replaced the hard-copy form **(B)** which reduced workload for the procurement section by 12%.

Original: Elevated the division's efforts to "go green" and help the environment.

Revised: **(A)** Wrote **(C)** feasibility study for a file sharing program **(B)** that was ultimately adopted, **(B)** helped reduce paper waste by 27%, **(B)** and contributed to a 15% division budget surplus.

Original: Composed a speech on industry innovations for the department head.

Revised: **(A)** Composed **(C)** speech on industry innovations for the department head to deliver at the regional conference **(B)** that led her to being invited to speak at the national conference.

We acknowledge that it may not be feasible to structure every work experience statement in this manner; however, work toward the goal of having your work experience statements reflect this structure.

UNDERSTANDING YOUR SKILLS & STRENGTHS

One of the most important factors in landing a job is knowing what skills you have to offer and how they can benefit an employer. It is also important to know your skills when identifying the kinds of jobs you can do. You have a unique set of skills – you acquire them from every activity in which you participate. A skill is something you do well. It is something you learn or an ability that you possess. There are different types of skills:

"HARD SKILLS" – These are job specific skills that are learned through training or experience that help you **do** the job. For a cook, these would be food preparation skills, for a nurse they might be taking blood or giving medications, a computer programmer would need the ability to use programming language.

"SOFT SKILLS" – These skills are those that are attributes you might have like communication skills, organizational, or problem solving skills that show what kind of person you **are**. Some of these "soft" skills are referred to as transferrable skills because they can be used in a variety of jobs. Adaptive skills are soft skills that are more about who you are than what you can do – they include personality traits and attitudes.

"QUANTIFIABLE SELLING POINTS (QSP's)" – Every job seeker tells the employer that they are dependable, hardworking and honest. The goal of the QSP is to prove to the employer that that you are the most qualified for the job you are applying for. You do this is by adding numbers to your skill. The following are examples of QSP's.

Hard / Soft Skills	Skill with QSP
I am dependable	Dependable / 15 minutes early daily
Impeccable safety record	95% safety record
Excellent typist	Typing 75 WPM
Supervision experience	10+ Years of supervision
Trained new employees	Trained 15+ employees

The skills section of your resume is different than the work experience section. Sometimes the skills state something you did at a particular job but it is not written in the same way.

Skill Section	Work Experience Section
Dependable/15 minutes early daily	Responsible for reporting to work as scheduled
95% safety record	Responsible for knowing/adhering to all company safety policies
Typing 75 WPM	Responsible for transcription of all new customer notes from 15 different doctors
10+ Years of supervision	Supervised 10+ all case managers for Welfare to Work Program
Trained 20+ employees	Responsible for training all new 20+ employees in policies and procedures

DECIDING WHAT IS RELEVANT

A resume is a document intended to provide a great deal of information in a small amount of space. A resume that includes too many details, particularly irrelevant details, appears unfocused and sends the message that you do not know how to present your qualifications. Thus, deciding what information to include on your resume is as important as deciding how to describe that information.

Carefully reading the job bulletin is a good first step. It helps you understand the job opportunity so you can better determine what aspects of your work experience to include on your resume. This action can also help you determine the transferable skills to emphasize if your work experience is not directly similar to the job opportunity. Transferable skills are broad qualifications that apply across many job opportunities (e.g., working with others, oral or written expression, accountability, critical thinking, follow-through).

Resume Sidebar

Years ago, a famous American writer received this telegram from a publisher:

Need 2-page short story two days

The writer's response:

No can do 2 pages two days.
Can do 30 pages 2 days. Need 30 days to do 2 pages.

We provide this example to reassure you. Even highly-regarded writers find that it is easier to "write long than short".

Being concise and selective about what to include on your resume will be a challenge, but it is a challenge to embrace.

ADDITIONAL GUIDELINES

Additional guidelines are provided below to help you as you develop your work experience statements.

- ◇ Strive to have 4-7 separate statements about a single position or functional area. Each statement should be no more than 3 lines of text, ideally restricted to 1-2 lines.
- ◇ Prioritize your statements. List statements that are most relevant to the job opportunity first.
- ◇ Review your statements to ensure that each statement is unique. If any statements are redundant (e.g., reflect the same or similar work performed), consolidate them. However, be careful to not confuse the reader by combining too many concepts or details into a single statement.
- ◇ Provide more information about your recent work experience than work experience from several years ago. Simply summarize experience acquired five or more years ago, unless that experience is more relevant to the job opportunity than your recent experience.
- ◇ Do not describe commonly known or understood aspects of a work experience. For example, if you proofread outgoing communications, there is no need to specify that you a) receive documents; b) review the documents for proper structure, form, and content; and c) denote errors or areas for document improvement. The action work "proofreads" encompasses these activities.
- ◇ If you have held multiple positions of increasing responsibility or complexity with the same employer, focus on describing your highest level of work experience and briefly list the positions from which you have been promoted.

- ◇ If you have held multiple positions at the same level with the same employer, focus on describing the diversity of your work experience (e.g., using a functional or combination resume).
- ◇ Be factual and accurate. Do not embellish or exaggerate your qualifications. Likewise, do not “undersell” your qualifications; a resume should not be modest. Additionally, be sure to describe your individual actions and accomplishments. If you worked on a team or in a group, emphasize what you accomplished toward the shared goal.
- ◇ Do not copy the job bulletin language; use your own words to describe your unique experience.
- ◇ Avoid overuse of belief and judgment statements (e.g., *Demonstrated commitment in helping managers carry complex hospital administration projects through to completion*). These types of statements.

GENERAL WRITING STYLE

Provided below are writing style guidelines to follow when developing your work experience statements and other parts of your resume.

- ◇ Statements should not be full sentences. Specifically, this means they do not need a subject, as all readers understand that you are the subject. Thus, do not use the first person (e.g., I, me, my).

Original: I organized two fundraising events....

Revised: Organized two fundraising events...

- ◇ Similarly, because your statements are phrases instead of full sentences, you may choose to exclude articles (e.g., a, an, the) and helping verbs (e.g., have, had, was, were).

Original: Assisted the analysts of the Engineering Office with their research on automation protocols to refine the information that was in the procedures manual.

Revised: Assisted engineering analysts with automation protocol research to refine the procedures manual.

- ◇ Use neutral language. Avoid colloquialisms, slang terminology, jargon, clichés, figures of speech, or biased language. Spell out acronyms, even if you think they are probably familiar to readers.

Original: Developed a proprietary drilling technique for USC that reduced manpower for capital projects by 30% over a 10-month trial period

Revised: Developed proprietary drilling technique for the University of Southern California that reduced capital project hours worked by 30% during a 10-month trial.

- ◇ Use present tense for statements about your current position, even if the statement reflects work performed in the past. Use past tense for statements about your previous position(s).

Current Position: Manage annual departmental budget of \$2.8 million...

Previous Position: Assisted engineering analysts with automation protocol research to refine the procedures manual.

- ◇ Use active voice instead of passive voice. That is, choose action words that describe an action you performed, rather than an action someone else performed that impacted you.

Original: Selected to lead project team of 10-12 managers in the development of strategic plan for the department.

Revised: Led project team of 10-12 managers in developing departmental strategic plan.

- ◇ Be consistent. This guideline relates to many aspects of your resume, including the following:

-Word versus symbol usage

“Percent” - OR - “%”

“And” - OR - “&”

“One” - OR - “1”

-Date Formatting

“10/14” - OR - “October 2014”

“Feb 2016” - OR - “February 2016”

-Punctuation (e.g., using the same dash throughout)

- Order of information (e.g., listing employer, title, and description of work experience **OR** title, employer, and description of work experience, not both).

Note: Many of these writing style guidelines apply to bulleted statements only. Although your resume should mainly consist of bulleted statements, short paragraphs can be suitable and appropriate:

- As a qualifications summary or profile
- To describe work experience for a given function on a functional style resume
- When you have limited work experience (i.e., only 1 or 2 bullets are needed to describe it)
- To describe your role (e.g., the overall scope and responsibilities for a high-level or complex position) as an instruction to a bulleted list of accomplishments in that position.

If you use paragraphs, ensure they are concise, action-oriented, and grammatically correct.

Resume Design

After working on the content of your resume, the next step is to work on its design. The design serves as the platform for displaying your qualifications, and it defines the manner in which readers interact with your information. Design establishes the first impression your resume makes with readers, which is by extension, the first impression they may have of you. The following section provides information to help you design an effective resume.

Basic formatting

These guidelines relate to the simplest and most fundamental ways to format your resume.

Length/Number of Pages

Ideally, your resume should be one page, and using the recommendations in the guide can help you refine it to fit within this guideline. Additional techniques such as adjusting the margins, line spacing, font size, and/or flow of information (e.g., placing an employer name on one line instead of two) can help you save space to fit your resume to a single page.

A two-page resume may be warranted for applicants with extensive work experience. If the resume extends to a second page, the content should fill more than half of the second page. We do not recommend that you submit a resume that is longer than 2 pages unless you are applying for an executive or upper management position.

Page Size and Orientation

Pages must be standard letter-size (8 1/2 X 11 inch) with portrait (not landscape) orientation.

Margin Size and Alignment

Your margins must not be smaller than 1/2-inch and not greater than 1-inch on all edges. For optimal readability, use left-aligned text instead of right-aligned or full/block justified text. However, you may choose to center align some text (e.g., your name, dates, locations).

Font Type and Size

Resume fonts must be aesthetically-neutral and easy-to-read. Conservative fonts such as Arial, Calibri, Times New Roman, and Verdana work well. Do not use more than two fonts overall.

The ideal font size depends on the font type (e.g., some fonts appear too large at 12 points and others appear too small at 12 points). The most common resume font sizes are 10-12 points. Do not use more than three font sizes overall (e.g., 18 point for your name, 14 point for section headings, and 12 point for body text).

Mechanical Techniques (e.g., bold/italics/underline)

When used properly and sparingly, using mechanical techniques on certain words can create visual appeal and emphasized important information. However, choose one technique (e.g., bold OR underline OR italics, but not all three) to use as needed throughout your resume.

Other Visual Aids (e.g., color/graphics/images)

Visual aids such as color, graphics, and images can be effective in document design. However, overuse can detract from your resume's content and make the design seem to "try too hard." Unless the job opportunity you seek is in a creative field (e.g., graphic design), we do not recommend that you incorporate color, graphics, and images on your resume.

Usage Formatting

These guidelines relate to optimizing your resume for the ways readers will physically review and handle it.

Keyword Scanning

Some organizations use computer software to scan resumes for keywords. Resumes that undergo this process are ideally formatted as "plain-text" to enable the software to scan resumes during the employment process. You do not need to format your resume for keyword scanning.

Electronic and Printable Format

Design your resume with the understanding that it may be utilized in any of the following ways:

- ◇ Reviewed on a computer screen
- ◇ Emailed as an attachment (not within the body of the email message)
- ◇ Printed on standard, black-and-white printers.

File Type

Before emailing your resume or uploading it to the County's online job application system, convert it from the file type of the software application you used to create it (e.g., the ".doc" file type for Microsoft Word). Converting it to a PDF or JPG will help ensure that readers see your resume the way you intended it to look. Otherwise it could potentially appear to readers with substitute fonts or extra pages because the readers' computer and/or printer settings may be different from yours.

Layout

These guidelines relate to more advanced considerations for formatting your resume. Even though they are elevated beyond basic formatting, nevertheless consider them as having critical impact to the effective design of your resume.

Headers and Footers

Headers and footers are blocks of information at the top and bottom of the page, respectively. They generally stand out (e.g., larger or smaller font) and serve to visually anchor the page. The table below provides information about the items that can be included in headers and footers.

Item	Page Number*	Header & Footer**
Name	Include in Header or Footer?	Footer usually**
Contact Information		Each page or first page only?
	Header always	

*Applies to multi-page resumes only

** Choice based on your personal resume design preference

Note that your name should have the greatest visual emphasis on the page (e.g., have the largest font size, all letters capitalized, or be the only bold text present). Additionally, page number should have the “page 1 of 2” format.

Section Headings

Section headings should be visually-distinguished from other parts of your resume. The following are some ways to achieve this objective:

- ◇ Apply bold, italics, or underline to each word.
- ◇ Capitalize each letter of each word in the section heading.
- ◇ Use a larger font size or a different, but complimentary font type.
- ◇ Place under the section heading a horizontal line that goes across the entire page.

White Space

One way to achieve visual appeal is through proper balance between the parts of the page that have text and the parts that do not have text (i.e., the white space). Effective use of white space can help your resume look clean and uncluttered, and it can help prevent your resume from being too text-heavy, which can be taxing to readers. The following are some techniques to manipulate white space to ensure your resume is not visually crowded:

- ◇ Adjust the margins
- ◇ Increase or decrease the space between sections
- ◇ Combine or eliminate sections, as appropriate
- ◇ Increase or decrease the density (i.e., amount) of text in your statements

Line and Page Breaks

It is visually unappealing if a statement breaks leaving one or two words alone on the next line (i.e., the next line is mostly blank). Ideally, you would re-write the statement to consolidate the two lines of text or add more content to the second line. However, if you are still left with one or two words “hanging” on a single line by themselves, use a manual line break (SHIFT+ENTER in Microsoft Word) to move additional words to the second line.

- Original:
- Recommended a file sharing program that contributed to a 15% division budget surplus. *(one word left hanging on the line)*
- Revised:
- Suggested a file-sharing program that contributed to a 15% division budget surplus. *(statement re-written to fit on one line)*
 - Evaluated options and recommended a file sharing program that helped the division achieve a 15% budget surplus. *(Statement re-written to wrap additional words to better fill the line)*
 - Recommended a file sharing program that contributed to a 15% division budget surplus. *(Manual line break inserted to move additional words to the line)*

Likewise, it is visually unappealing if a section breaks leaving one or two lines alone on the next page (i.e., The next page is mostly blank). Re-structure the section to eliminate the hanging lines, or use a manual page break (CTRL+ENTER in Microsoft Word) to move the entire section to the next page.

Line Spacing

Bulleted statements and paragraphs relating to a common topic (e.g., describing a single position) should be single-spaced. Double space between sections.

Resume Templates

Many websites and software applications (e.g., Microsoft Word) offer resume templates. Although templates can be very common (i.e., readers may review multiple resumes that have the same template), using one can ease the process of resume design. If you decide to use a template, evaluate it based on the information provided in this guide and adjust it as needed to best present your professional qualifications.

Finishing Steps

The last steps in the process of developing or revising your resume involve the finishing touches to produce a final product that is ready for readers. These steps are as important as the previous steps to presenting your qualifications in the best possible manner to be received and understood. The next section of this guide provides recommendations on finalizing your resume.

Self-Review Checklist

Use the following checklist to pose questions to yourself about your resume and some of the major elements of effective resumes described in this guide. You should answer “yes” to each question presented. If you are hesitant to answer “yes” to any question, continue refining your resume.

Overall Appearance

- Look professional?
- Appear inviting and easy-to-read?
- Make an immediately favorable impression?

Organization

- Emphasize your strongest qualifications first?
- Utilize a style that is appropriate based on your background?
- Have an appropriate number of pages based on your work history?

Content

- Highlight your qualifications in your own words, instead of listing duties found on the job flyer or on a job description?
- Provide examples that are relevant to the job opportunity?
- Emphasize transferable skills and focus on accomplishments?
- Exclude embellishments or exaggerations about your qualifications?
- Omit personal details (e.g., interests) unrelated to job qualifications?

Language

- Use action verbs to begin phrases?
- Use active rather than passive voice?
- Have concise phrases instead of complete sentences?
- Omit personal pronouns, unfamiliar acronyms, and jargon?
- Exclude spelling, grammatical, and typographical errors?

Design

- Have adequate margins and font size(s)?
- Use clearly distinguishable section headings?
- Incorporate mechanical techniques and visual aids sparingly?
- Appear well-balanced with enough white space for easy reading?

Another activity is to search online for resumes in your field and critique them. Putting yourself in the mindset of a reviewer can potentially give you “fresh eyes” from which to evaluate your own resume.

External Review

After you conduct your own review, ask two people to review your resume. The first person should be someone who knows your work and can point out qualifications you may have forgotten to include (e.g., specific projects and accomplishments). The second person should be someone who is **not** familiar with your work. This person will have the distance to be able to point out confusing statements that may also confuse your readers. Revise your resume as needed based on their feedback.

Conclusion

Although your resume is ultimately a personal reflection of your professional accomplishments, there are certain expectations most readers have when reviewing resumes. This guide has provided information on the function of resumes in the County's employment process; selecting the best resume style and content based on your individual qualifications; describing your work experience with an emphasis on accomplishments; and designing your resume.

We hope you found this guide useful in developing or improving the quality of your resume. Remember that your resume is a living document. Continue to revise it as you acquire new qualifications so that you will be prepared to present yourself for new job opportunities as they occur.

Stanislaus County wishes you the best of luck in your career endeavors.

Appendix A

Resume Examples

Chronological Resume

JAMES APPLICANT

17017 Home Blvd. Modesto, Ca 95354 – (209) 555-5523 –
James.Applicant@email.com



Objective

Energetic and motivating leader with a proven ability to effectively manage both staff and long-term and short-term projects. A self-starter and strong independent worker who excels at analyzing products and procedures in order to generate new ideas that improve efficiency and production quality.

Experience

Manager

Comfort, INC., Turlock, CA
2014-Present

Manage daily operations of a \$1 million foam insulation company.

- Train and supervise work crews in more efficient product installation techniques resulting in reduced material waste by 20% and labor hours by 43%.

Instrumental in developing sales team's knowledge in the areas of building science and energy conservation in order to provide customers with the information to successfully plan for and utilize spray foam insulation.

Data Network Manager

Military Base, Stockton, CA
2012-2014

Managed command and control data network used to generate video representation of geographic area surrounding the ship. The team consisted of 38 individuals from four departments.

- Production Control Officer-Coordinated the efforts of 135 personnel utilizing 37,000-man hours. Completed 520 jobs totaling over \$4 million during a 13-month refurbishment period

Assistant command Duty Officer-Directed daily routine utilizing a duty section of 800 personnel from 12 different departments.

Education

MBA in Finance

Auburn University
2018

University of Costa Rica

BA in Business Economics
2004

Combination Resume

RAYFORD COLLINGSWORTH

8888 Pine Street, Plains, Texas 79400

(800) 999-5555

rcollingsworth87@ntz-online.net

OBJECTIVE: Political Scientist position in the State of Texas

SUMMARY

BA in Political Science (Pre-Law) and Post-Baccalaureate in Education. One year's teaching experience at Crestview Middle School where motivation, classroom management, and creative presentation were essential. Three years' experience in retail sales where persuasiveness and supportive, timely customer service were a priority. Solely financed 100% of college education working near full-time schedule while concurrently managing demanding coursework and maintaining an excellent grade point average. Strengths include:

- *Rapport / Trust Building*
- *Assertive Communication*
- *Direct Problem Solving*
- *Teamwork*
- *Organization / Prioritization*
- *Proactive Decision Making*
- *Integrity / Work Ethic*
- *Participative Leadership*
- *Assessment / Discernment*

EDUCATION

Post-Baccalaureate, Education, 2004, BA in Political Science (Pre-Law), 2002 (GPA 3.9), MAJOR UNIVERSITY, Plains, Texas.

24 hours toward Master's Degree in Education, (GPA: 4.0)

SKILLS SUMMARY

LEADERSHIP SKILLS

- Consistently trusted with greater responsibility than that for job level. Promoted to branch bank manager at early age.
- Willing to own responsibility and accept accountability as demonstrated in past employment.
- Accomplish tasks with minimal direction or supervision, yet work equally as well in team environment.
- Gravitated toward facilitating collegiate groups averaging 4+ members.
- Consider past experiences, customer/company needs, and ethical standards when problem solving / decision making.
- Accept new ideas, solicit consensus, and encourage active participation from team members.

INTERPERSONAL/COMMUNICATION SKILLS

- Very comfortable and confident presenting programs or information to small or large audiences.
- Use assertive communication to negotiate issues, mediate conflicts, and affect compromise and positive outcomes.
- Employ perceptiveness, sincerity, and respect for differences to build rapport and trust with diverse groups.
- Communicate effectively at multiple levels using appropriate language and interpersonal styles.
- Genuine care for others and lend a hand to help those in need through volunteer activities.
- Able to write comprehensive and effective reports and business communications.

ORGANIZATION AND PLANNING SKILLS

- Identify and assess needs, draft plans, prioritize steps, implement action, and evaluate outcome.
- When coordinating projects, assign tasks, use resources, troubleshoot problems, and follow up to stay on track.
- Establish clear goals and objectives while inspiring team spirit and achievement.
- Set priorities and continuously monitor progress, adjusting when necessary to meet timely goals.
- Efficiently manage time as demonstrated by ability to coordinate college / work schedules.

WORK HISTORY

<i>Teacher</i>	PLAINS INDEPENDENT SCHOOL DISTRICT	Plains, Texas	2003 - 2004
<i>Carpenter - Remodel</i>	RAYFORD'S CARPENTRY	Plains, Texas	2001 - 2003
<i>Sport Bike Specialist</i>	GOOD TIMES POWERSPORTS	Plains, Texas	2000 - 2001
<i>Package Expeditor</i>	FEDERAL EXPRESS	Plains, Texas	1999 - 2000
<i>Bank Associate, Manager</i>	PLAINS NATIONAL BANK OF WEST TEXAS	Plains, Texas	1998 - 1999

Combination Resume

CUSTOMER SERVICE RESUME

2498 Rocky Ridge Dr. Roseville, CA 95661
(916)-223-3255
sallyjones@gmail.com

Customer service representative with over six years' experience in telephone and face-to-face customer service. Experience with sales, troubleshooting, tech support, and customer care. Knowledgeable with major customer service software, handling customer complaints, and maintaining a positive and friendly disposition. Hoping to use my wealth of experience to attain employment in a customer service role.

PROFESSIONAL EXPERIENCE

PROGRESSIVE INSURANCE

Roseville, CA

Customer Service Specialist

October 2013 – Present

- Answer and direct 40+ calls daily, with goals including selling plans, managing customer accounts, responding to service queries, and cancelling accounts
- Trained 5 employees in using Kayako (customer service software), as well as in basic duties and how to conduct calls
- Received a 90% average customer satisfaction rating (to date), winning "Employee of the Month" in July of 2015
- Able to research and manage highly complicated accounts to provide comprehensive service to customers and assist upper management
- Closed sales at almost 60% rating, 10% higher than company average

BARNES AND NOBLE BOOKSTORE

Roseville, CA

Information and Customer Service Specialist

September 2009 – September 2013

- Memorized store organization system, as well as special products and discounts, and directed customers to desired products
- Conducted returns and informed customers of return policy
- Fielded customer complaints and issues, with +90% of issues resolved to customer satisfaction
- Maintained friendly and positive attitude at all times, even with unhappy and unruly customers
- Mastered in-house customer service and sales computers, powered by Zendesk
- Awarded "Employee of the Month" in January 2011

EDUCATION

CALIFORNIA STATE UNIVERSITY AT SACRAMENTO

Sacramento, CA

Bachelor's of Science in Business Administration, June 2009

- GPA 3.4/4.0
- Future Business Leaders of America Scholarship Recipient

ADDITIONAL SKILLS

- Excellent communication skills with a focus on customer service
- 65 WPM Typist
- Software: Zendesk, and Kayako
- Experience with Microsoft Office – Word & Excel

Appendix B

Action Words

Management/ Leadership/ Decision-Making

Administered	Determined	Headed	Overhauled	Selected
Advocated	Developed	Hired	Oversaw	Sponsored
Analyzed	Directed	Hosted	Pioneered	Staged
Appointed	Elected	Improved	Planned	Started
Approved	Eliminated	Incorporated	Presided	Streamlined
Assigned	Emphasized	Increased	Prioritized	Strengthened
Attained	Enforced	Initiated	Produced	Supervised
Authorized chaired	Enhanced	Inspected	Recommended	
Considered	Enlisted	Instituted	Recruited	
Consolidated	Established	Led	Reorganized	
Contracted	Executed	Managed	Replaced	
Controlled	Formed	Merged	Represented	
Converted	Founded	Moderated	Restored	
Coordinated	Generated	Motivated	Reviewed	
Decided	Governed	Operated	Scheduled	
Delegated	Handled	Organized	Secured	

Communication/ Interpersonal

Addressed	Convinced	Furnished	Outlined	Specified
Advertised	Corresponded	Incorporated	Participated	Spoke
Arbitrated	Debated	Influenced	Persuaded	Suggested
Arranged	Defined	Interacted	Presented	Summarized
Articulated	Described	Interpreted	Promoted	Synthesized
Authored	Developed	Interviewed	Proposed	Translated
Clarified	Directed	Involved	Publicized	Wrote
Collaborated	Discussed	Joined	Reconciled	
Communicated	Drafted	Lectured	Recruited	
Composed	Edited	Listened	Referred	
Condensed	Elicited	Marketed	Reinforced	
Conferred	Enlisted	Mediated	Reported	
Consulted	Explained	Moderated	Resolved	
Contracted	Expressed	Negotiated	Responded	
Conveyed	Formulated	Observed	Solicited	

Analytical/ Research

Analyzed	Determined	Formulated	Investigated	Solved
Clarified	Diagnosed	Gathered	Located	Summarized
Collected	Evaluated	Identified	Measured	Tested
Compared	Examined	Inspected	Organized	
Conducted	Experimented	Interpreted	Researched	
Critiqued	Explored	Interviewed	Reviewed	
Detected	Extracted	Invented	Searched	

Technical

Adapted	Constructed	Fabricated	Programmed	Solved
Applied	Converted	Fortified	Rectified	Specialized
Assembled	Debugged	Installed	Regulated	Standardized
Built	Designed	Maintained	Remodeled	Studied
Calculated	Determined	Operated	Repaired	Upgraded
Computed	Developed	Overhauled	Replaced	Utilized
Conserved	Engineered	Printed	Restored	

Teaching/ Training

Adapted	Coordinated	Explained	Instructed	Taught
Advised	Critiqued	Focused	Motivated	Tested
Clarified	Developed	Guided	Persuaded	Trained
Coached	Enabled	Individualized	Set Goals	Transmitted
Communicated	Encouraged	Informed	Simulated	Tutored
Conducted	Evaluated	Instilled	Stimulated	

Finance/ Fiscal/ Budget

Administered	Audited	Corrected	Measured	Reduced
Adjusted	Balanced	Determined	Planned	Researched
Allocate	Budgeted	Developed	Prepared	Retrieved
Analyzed	Calculate	Estimated	Programmed	
Appraised	Computed	Managed	Projected	
Assessed	Conserved	Marketed	Reconciled	

Persuasion/ Influence

Arbitrated	Explained	Negotiated	Publicized	Served
Convinced	Marketed	Persuaded	Resolved	Sold
Dissuaded	Mediated	Promoted	Secured	Solicited

Persuasion/ Influence

Acted	Conceptualized	Directed	Founded	Modeled
Adapted	Condensed	Displayed	Illustrated	Modified
Authored	Created	Drew	Initiated	Originated
Began	Customized	Entertained	Instituted	Performed
Combined	Designed	Established	Integrated	Photographed
Composed	Developed	Fashioned	Introduced	Planned
Conceived	Devised	Formulated	Invented	Revised

Helping/ Advising/ Collaborating

Adapted	Clarified	Educated	Instilled	Resolved
Advocated	Coached	Encouraged	Insured	Settled
Aided	Collaborated	Ensured	Intervened	Simplified
Answered	Comforted	Expedited	Mentored	Supplied
Arranged	Contributed	Familiarized	Motivated	Supported
Assessed	Cooperated	Fostered	Prevented	Tutored
Assisted	Counseled	Furthered	Referred	Volunteered
Attended	Demonstrated	Guided	Rehabilitated	
Cared for	Diagnosed	Helped	Represented	

Organization / Administrative/ Detail

Approved	Corresponded	Logged	Provided	Screened
Arranged	Disseminated	Maintained	Purchased	Setup
Catalogued	Distributed	Monitored	Recorded	Submitted
Categorized	Executed	Obtained	Registered	Supplied
Classified	Filed	Operated	Reorganized	Standardized
Coded	Formalized	Ordered	Reserved	Systematized
Collected	Generated	Organized	Responded	Updated
Compiled	Implemented	Planned	Reviewed	Validated
Coordinated	Incorporated	Prepared	Routed	Verified
Corrected	Inspected	Processed	Scheduled	

Accomplishments

Achieved	Exceeded	Reduced	Restored	Transformed
Completed	Improved	Reorganized	Revised	Won
Created	Led	Resolved	Spearheaded	
Expanded	Pioneered	Surpassed	Succeeded	

Appendix C

Hard & Soft Skill Examples

Job Specific Skills: Hard Skills

(Remember: this is what you can do)

To help you identify your hard skills, please highlight or circle the job specific skills below that relate to you and the job you're applying for. There are multiple sections for different types of work.

Title: Administrative / Clerical / Office		
___ + Years of Clerical Experience	Copying / Faxing / Scanning	Ordering Supplies
___ + Years of Administration Experience	Data Entry / 10 Key by Touch	Payroll Experience
___ + Years of Receptionist Experience	Excellent Communication Skills	Project / People Management Skills
Accounts Receivable / Payable	Excellent Customer Service	Proofreading / Editing
Alpha / Numeric Filing	Excellent Human Relation Skills	Reception & Multi-Line Phones
Appointment Scheduling	Excellent Phone Voice	Recordkeeping Skills
Bilingual / Biliterate: English / Spanish	Filing Alpha & Numerically	Scheduling / Calendaring Experience
Billing / Coding Knowledge	Greeting / Directing Customers	Skilled at Meeting Deadlines
Bookkeeping Skills / Basic Accounting	Handling Customer Complaints	Sorting / Delivering Mail
Budget Maintenance Experience	Keeping Records / Filing / Sorting	Strong Clerical Background
Business Forms, Letters & Correspondence	Knowledge of Banking Procedures	Strong Written / Verbal Communication
Business Preparation Experience	Knowledge of Office Machines	Supervision / Management Skills
Computers: Basic Computer Skills	Knowledge of Office Operations	Taking Dictation / Transcribing
Computers: Moderate Computer Skills	Making Schedules	Telephone Etiquette
Computers: Proficient Computer Skills	Microsoft Office: Proficient / Moderate / Basic	Typing _____ WPM
Confidential Record Maintenance	Multi-Line Phone Skills and Etiquette	Possible Soft skills:
Conflict Resolution Experience	Ordering Supplies	Professional Manner
Contract Writing Experience	Payroll Experience	Demonstrate Integrity
		Capable of Handling Multiple Tasks

Title: Counseling / Teaching Skills		
___ + Years of Pre-School Experience	Experience with Special Needs Children (Adults)	Preparing Materials / Literature
Budget Planning & Management	Family / Marital counseling	Program Development
Coaching / Training / Mentoring	First Aid Knowledge	Proofreading / Correcting Skills
Community Education	Grant Writing / Writing Reports	Public Relations / Leadership Skills
Confidential Recording Keeping	Group Counseling / Individual Counseling	Relating to Parents & Community Organizations
Conflict Resolution Experience	Inductive and Deductive Reasoning	Research Design
Correspondence	Inter-Agency Networking	Supervising Adults or Children
Crisis Intervention	Interviewing & Assessments	Supervising Clients
Emergency Response Procedures	Maintaining Creative Discipline	Supervision / Management
Excellent Communication Skills	Mandated Reporter	Teaching / Supervising Clients
Excellent Human Relations	Organizing Project / Materials	

Title: Food Service / Kitchen / Restaurant		
__ + Years of Food Service Experience	Collect Payments	Main Cook / Chef's Assistant / Sous Chef
__ + Years of Kitchen Experience	Conflict Resolution Experience	Maintain Safe & Hazard Free Environment
Ability to Remember Orders	Creative & Artistic Plate design	Money Handling / POS Transactions
Ability to Resolve Complaints	Excellent Communication	Money Handling Experience
Able to Handle Multiple Trays	Excellent Customer Service / Relations	POS Terminals
Able to Stand for Long Periods	Extensive Baking Experience	Preparing / Cooking / Serving
Bartending / Waitress (or other specify)	Extensive Cooking Experience	Proper Sanitation
Bilingual / Biliterate: English / Spanish	Filling Orders / Order Processing	Safety & Sanitation Policy / Procedures
Budgeting / Ordering	Food Preparation Knowledge	ServSafe Certified
Bus / Clean Tables / Dishwashing	Food Safety / Sanitation Knowledge	Short-Order Cook / Salad Maker
Can lift ___ + Pounds	Hostess / Maître d'	Stock stations / Inventory
Cash Management Experience	Inventory / Ordering	Supervision / Management
Cash Register Experience	Inventory / Quality Control	Train New Employees
Cashier / 100% Accuracy	Keenly Aware of Customer Needs	

Title: Customer Service (Also refer to Retail)		
Bilingual / Biliterate: English / Spanish	Directing / Greeting Customers	Inventory / Stocking Shelves
__ + Years of Customer Service Experience	Excellent Communication Skills	Knowledge of Safety Procedures
Billing / Bookkeeping Experience	Excellent Customer Service / Relations	Positive Attitude
Cashier / 100% Accuracy	Excellent Phone Voice	Superb Employee Relations
Cash Handling / POS Transactions	Explained Services & Provided Advice	Telephone Etiquette
Confidential Record Keeping	Filling Orders / Order Processing	
Conflict Resolution Experience	Handling Customer Complaints	

Title: Retail		
__ + Years of Retail Experience	Employee Training / Scheduling	Product Demonstrations
Barcode Scanners	Excellent Cashiering Skills	Proficient Money Handling
Bilingual / Biliterate: English / Spanish	Excellent Customer Service	Proficient Record Keeping
Billing / Bookkeeping Experience	Excellent Sales Persuasion / Negotiator	Public Relations / Public Speaking
Cashier / 100% Accuracy	Filling Orders / Order Processing	Resolve Customer Complaints
Cash Handling / POS Transactions	Handling Customer Complaints	Shipping / Receiving Experience
Conflict Resolution Experience	Inventory / Quality Control	Setting Up Displays / Facing Shelves
Customer Orientated	Key Holder	Stock / Facing Shelves
Directing / Greeting Customers	Loading / Unloading	Supervise ___ + Employees
Displaying Samples	Loss Prevention Solutions	Train New Employees
Distributing Products	Opening / Closing Store	Typing ___ WPM
Dressing Room Attendant	POS Machines Experience	

Title: Construction / Handyman / Maintenance		
___ + Years of Construction Experience	Estimates and Invoicing	Manual Dexterity / Arm-Hand Steadiness
___ + Years of Electrical Experience	Experience with M.I.G / Arc Welders	Mechanically Inclined
___ + Years of Handyman Experience	Explained Services & Provided Advise	Ornament Woodwork
___ + Years of Maintenance Experience	Furniture Making	Paneling
Able to lift ___ + Pounds	Furniture Refinishing	Plumbing
Bilingual / Biliterate: English / Spanish	General Repairs (<i>Specify: Appliance/Boiler/HVAC</i>)	Preventive Maintenance
Building Additions	General Window Repairs	Purchasing Supplies
Cabinet Building	Heavy Equipment Operation	Roofing
Carpentry Skills	House Framing	Sanding
Concrete Experience	Insulation Installing	Servicing Appliances (<i>specify appliances</i>)
Customer Relations / Sales	Inventory / Quality Control	Small Engine Repair
Electrical / Wiring Repairs	Knowledge of Safety Policy & Procedures	Strong Communication Skills
Electrical Experience	Knowledge of Various Tools	Trenching
Equipment Knowledge	Maintain Safe & Hazard Free Environment	Troubleshooting

Title: Housekeeping / Janitorial		
___ + Years of Housekeeping Experience	Inventory Knowledge	Professional Demeanor
___ + Years of Janitorial Experience	Janitorial & Maintenance Skills	Proper Chemical Handling Experience
Bilingual / Biliterate: English / Spanish	Laundry Skills	Safety & Sanitation Policy / Procedures
Capable of Multi-Tasking	Maintain Inventory of Supplies	Stain Removal Knowledge
Equipment Operation	Maintain Safe & Hazard Free Environment	Sweeping / Mopping / Waxing Floors
Estimates and Invoicing	Mixing Proper Chemical Solutions	Waxing / Buffing Floors
First Aid Knowledge	Money Handling Experience	
Inventory / Ordering Supplies	Preventive Maintenance	

Title: Warehouse (Also refer to Janitor / Landscaping / Handyman / Retail)		
___ + Years of Warehouse Experience	Heavy Equipment Operation	Physically Fit / Strong
Able to lift ___ + Pounds	Inspections	Preventive Maintenance
Able to Stand for Long Periods	Inventory / Quality Control	Quality Control
Agile / Flexible	Janitorial and Maintenance Skills	Record Keeping
Assembly / Production Line Experience	Labeling Incoming Product	Safety and Sanitation Knowledge
Basic Computer Skills (<i>or other, specify</i>)	Loading / Unloading	Safety Conscience
Bilingual / Biliterate: English / Spanish	Manual Dexterity / Arm-hand Steadiness	Safety Procedures & Policies
Count Outgoing Product	OSHA Knowledge	Shipping / Receiving
Ensuring Safety Compliance	OSHA Work Place Standards	Special Equipment Operation
Excellent Communication Skills	Packaging / Box Making	Stock / Inventory
Filling Orders / Order Selecting	Packing / Stacking / Breaking Down	Strong Hand-Eye Coordination
Forklift Certified	Palletizing / Pallet Jack	Supervision / Management

Title: Gardening / Landscaping		
___ + Years of Landscaping Experience	First Aid Knowledge	Professional Demeanor
Able to lift 50+ Pounds	Inventory / Ordering Supplies	Proper Chemical Handling Experience
Basic Electrical Wiring Knowledge	Inventory Knowledge	Pruning / Grafting
Basic Plumbing	Irrigation	Safety & Sanitation Policy / Procedures
Bilingual / Biliterate: English / Spanish	Janitorial & Maintenance Skills	Sales / Customer Relations
Capable of Multi-Tasking	Landscaping / Tree Trimming	Supervision / Management
Cleaning / Maintaining Equipment	Lawn and Garden Care	Surveying Skills
Creative and Artistic Landscape Design	Lawn Care & Maintenance	Transporting Equipment / Trailers
Equipment Operation	Maintain Inventory of Supplies	Transporting Trees
Estimates and Invoicing	Maintain Safe & Hazard Free Environment	Tree Planting / Removal / Preservation
Excellent Customer Service	Mixing Proper Chemical Solutions	Tree Trimming
Farming / Greenhouse Operation	Money Handling Experience	Vegetable Gardening
Explained Services & Provided Advise	Plumbing / Sprinkler Instillation	
Fire Fuel Reduction	Preventive Maintenance	

Title: Mechanic:		
Able to lift ___ + Pounds	Fuel Injection Services	Mechanically Inclined
Bilingual / Biliterate: English / Spanish	Gear Box Fluid Service	Money Handling Experience
Coolant Fluid Service	General Repairs	Motor Oil / Transmission Fluid Service
Electrical Wiring Knowledge (or specify)	Heavy Equipment Operation	Preventive Maintenance
Ensure Maximum Efficiency	Knowledge of Hydraulic Systems (or other)	Operate Manual / Electric / Pneumatic Tools
Estimates and Invoicing	Maintain Safe & Hazard Free Environment	Safety Policy & Procedures
Excellent Communication	Manual Dexterity / Arm-Hand Steadiness	Shipping / Receiving Experience
Excellent Customer Service / Relations	Mechanical Tool Knowledge	Troubleshooting
Explained Services & Parts		

Title: Truck Driving / Driver (Also Refer to Mechanic)		
___ + Years of Truck Driving Experience	Class B License	Driving Small Trucks
Bilingual / Biliterate: English / Spanish	Clean DMV and Driving Record	Loading and Unloading
Changing Tires	Diesel Repairs	Over-The-Road Driving
City Driving	Driving Diesel Trucks	Preventive Maintenance

Title: Medical Assistant / Office		
___ + Years of Medical Office Experience	Medical Billing & Coding	Patient Registration
Appointment Scheduling	Medical Claim Processing	Phlebotomy / Injections
Bilingual / Biliterate: English / Spanish	Medical Front Office Experience	Strong HIPAA Comprehension
Charting / Rooming Patients	Medical Records / Processing Requests	Sterilization / Autoclave
ICD-9 / ICD-10 / CPT-4 Coding	Medical Terminology	Taking & Recording Vitals
Insurance Verifications / Billing	OSHA Work Place Standards	

Person Specific Skills: Soft Skills

(Remember: this is what you *are*)

To help you identify your soft skills, please put a check in the box next to the person specific skills that relate to you and the job you're applying for.

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Able to coordinate | <input type="checkbox"/> Dedicated | <input type="checkbox"/> Ingenious | <input type="checkbox"/> Reliable |
| <input type="checkbox"/> Accurate | <input type="checkbox"/> Deliberate | <input type="checkbox"/> Innovative | <input type="checkbox"/> Reserved |
| <input type="checkbox"/> Active | <input type="checkbox"/> Democratic | <input type="checkbox"/> Intelligent | <input type="checkbox"/> Resourceful |
| <input type="checkbox"/> Adventurous | <input type="checkbox"/> Dependable | <input type="checkbox"/> Intuitive | <input type="checkbox"/> Responsible |
| <input type="checkbox"/> Affectionate | <input type="checkbox"/> Determined | <input type="checkbox"/> Inventive | <input type="checkbox"/> Responsive |
| <input type="checkbox"/> Aggressive | <input type="checkbox"/> Discreet | <input type="checkbox"/> Kind | <input type="checkbox"/> Self-confident |
| <input type="checkbox"/> Alert | <input type="checkbox"/> Dominant | <input type="checkbox"/> Light-hearted | <input type="checkbox"/> Self-controlled |
| <input type="checkbox"/> Ambitious | <input type="checkbox"/> Dynamic | <input type="checkbox"/> Likable | <input type="checkbox"/> Sense of humor |
| <input type="checkbox"/> Arrive on time | <input type="checkbox"/> Eager | <input type="checkbox"/> Logical | <input type="checkbox"/> Sensible |
| <input type="checkbox"/> Artistic | <input type="checkbox"/> Easygoing | <input type="checkbox"/> Loyal | <input type="checkbox"/> Sensitive |
| <input type="checkbox"/> Assertive | <input type="checkbox"/> Efficient | <input type="checkbox"/> Mature | <input type="checkbox"/> Serious |
| <input type="checkbox"/> Aware | <input type="checkbox"/> Energetic | <input type="checkbox"/> Methodical | <input type="checkbox"/> Sincere |
| <input type="checkbox"/> Bold | <input type="checkbox"/> Enterprising | <input type="checkbox"/> Modest | <input type="checkbox"/> Solve problems |
| <input type="checkbox"/> Businesslike | <input type="checkbox"/> Enthusiastic | <input type="checkbox"/> Motivated | <input type="checkbox"/> Spontaneous |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Expressive | <input type="checkbox"/> Natural | <input type="checkbox"/> Spunky |
| <input type="checkbox"/> Capable | <input type="checkbox"/> Fair-minded | <input type="checkbox"/> Objective | <input type="checkbox"/> Stable |
| <input type="checkbox"/> Careful | <input type="checkbox"/> Flexible | <input type="checkbox"/> Open-minded | <input type="checkbox"/> Steady |
| <input type="checkbox"/> Casual | <input type="checkbox"/> Forceful | <input type="checkbox"/> Optimistic | <input type="checkbox"/> Strong |
| <input type="checkbox"/> Cautious | <input type="checkbox"/> Formal | <input type="checkbox"/> Organized | <input type="checkbox"/> Strong-minded |
| <input type="checkbox"/> Charming | <input type="checkbox"/> Friendly | <input type="checkbox"/> Outgoing | <input type="checkbox"/> Sympathetic |
| <input type="checkbox"/> Cheerful | <input type="checkbox"/> Generous | <input type="checkbox"/> Patient | <input type="checkbox"/> Tactful |
| <input type="checkbox"/> Clear-thinking | <input type="checkbox"/> Gentle | <input type="checkbox"/> Perfectionist | <input type="checkbox"/> Takes pride in work |
| <input type="checkbox"/> Clever | <input type="checkbox"/> Genuine | <input type="checkbox"/> Persistent | <input type="checkbox"/> Teachable |
| <input type="checkbox"/> Compassionate | <input type="checkbox"/> Get along with others | <input type="checkbox"/> Physically strong | <input type="checkbox"/> Tenacious |
| <input type="checkbox"/> Competent | <input type="checkbox"/> Get along with supervisor | <input type="checkbox"/> Pleasant | <input type="checkbox"/> Thorough |
| <input type="checkbox"/> Competitive | <input type="checkbox"/> Good-natured | <input type="checkbox"/> Polite | <input type="checkbox"/> Thoughtful |
| <input type="checkbox"/> Confident | <input type="checkbox"/> Hard-working | <input type="checkbox"/> Practical | <input type="checkbox"/> Thrifty |
| <input type="checkbox"/> Conscientious | <input type="checkbox"/> Healthy | <input type="checkbox"/> Precise | <input type="checkbox"/> Tolerant |
| <input type="checkbox"/> Conservative | <input type="checkbox"/> Helpful | <input type="checkbox"/> Productive | <input type="checkbox"/> Tough |
| <input type="checkbox"/> Considerate | <input type="checkbox"/> Honest | <input type="checkbox"/> Progressive | <input type="checkbox"/> Trusting |
| <input type="checkbox"/> Cool-headed | <input type="checkbox"/> Humble | <input type="checkbox"/> Punctual | <input type="checkbox"/> Trustworthy |
| <input type="checkbox"/> Cooperative | <input type="checkbox"/> Humorous | <input type="checkbox"/> Quick learner | <input type="checkbox"/> Understanding |
| <input type="checkbox"/> Courageous | <input type="checkbox"/> Idealistic | <input type="checkbox"/> Quiet | <input type="checkbox"/> Upbeat |
| <input type="checkbox"/> Creative | <input type="checkbox"/> Imaginative | <input type="checkbox"/> Rational | <input type="checkbox"/> Verbal |
| <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> Independent | <input type="checkbox"/> Realistic | <input type="checkbox"/> Versatile |
| <input type="checkbox"/> Curious | <input type="checkbox"/> Industrious | <input type="checkbox"/> Reasonable | <input type="checkbox"/> Well-organized |
| <input type="checkbox"/> Daring | <input type="checkbox"/> Informal | <input type="checkbox"/> Relaxed | <input type="checkbox"/> Wise |



Appendix D

Additional Resources



- ◇ https://owl.purdue.edu/owl/job_search_writing/resumes_and_vitas/introduction.html
- ◇ <https://www.thebalancecareers.com/curriculum-vitae-4161920>
- ◇ <http://www.stanworkforce.com/job-seekers/workshops>
- ◇ <https://resumegenius.com/blog/resume-help/how-to-write-a-resume>