

UNDERGRADUATE RESUMES



Resumes are personal marketing tools that provide an opportunity to highlight your skills, knowledge and accomplishments relevant to the job you're trying to find.

Resume Types

Chronological

The chronological resume is by far the most commonly used resume type. It organizes work and educational history in reverse chronological order.

Use a **Chronological Resume** if...

- You are applying for a first job or internship or have little previous work experience.
- You are in a more traditional field (e.g., engineering, education or government).
- You are seeking a job in the same field in which you already have experience.
- You are trying to highlight your last place of employment or job title.
- You have no significant gaps in employment.

Functional

The functional resume rearranges employment history into sections that highlight your qualifications, skills and related achievements with little emphasis on employment dates.

Use a **Functional Resume** if...

- You have diverse experiences which don't add up to a clear cut career path.
- You're a career changer.
- You want to minimize gaps in employment.
- You want to highlight your transferable skills.
- You want to de-emphasize your places of employment.

QUICK FACT:

The average employer spends **15-20 seconds** on each resume, so ensure yours is **brief, targeted, error-free, and easy to skim!**

Curriculum Vitae (CV) or Resume: What's The Difference?

In addition to the traditional sections typically found in a resume, the CV includes comprehensive sections on teaching and/or research experience, publications, presentations, fellowship experience, on-campus involvement, languages, association memberships, and other relevant activities.

Use a **CV** if...

- You are seeking employment within the academic or research communities.
- You are seeking employment abroad.
- You don't want to be tied to stricter resume guidelines regarding the format and length of your document.
- You want to highlight a specific focus, research or academic interest.

***When in doubt...
Use a Chronological Resume
(or visit the Career Center for guidance)***

Three Standard Sections:

1. Contact Information

- Name
- Mailing Address
- If your school address is temporary or you are searching for a job outside of the area in which you currently live, consider using two addresses—local and permanent.
- Phone Number
- E-mail Address and Website (if you have a professional website)

2. Education

For students or new college graduates, this section should precede experience.

- Identify your degree, major (include minor and concentrations, if applicable), name and location of institution, and graduation date.
- You may include GPA (if 3.0 or better).
- Include study abroad, summer institutes or prior institutions you attended, listing each in reverse chronological order.

3. Experience

Employers consider experience—paid or unpaid—an integral part of your resume. Your experience section should highlight the skills you used and accomplishments on the job.

- Start each phrase with an action verb instead of a subject.
- Do not use pronouns (I, me, etc.).
- List your responsibilities in order of each item's relative value to the potential employer.
- Include your job title, name of the employer, location of the employer and dates you worked.
- For each entry, write concise phrases that describe the position, focusing on the skills you developed or gained, and the results achieved.
- Focus on transferable skills and cite specific accomplishments on your job using quantitative or qualitative examples.
- List volunteer experiences, extracurricular activities and service jobs through which you have learned skills valuable to all employers.

Other Possible Sections

Your target audience will help you determine which other sections to include on a resume, but you may find it appropriate to include:

- Skills (*computer, technical*)
- Languages
- Leadership
- Volunteer Activities
- Honors
- Publications
- Presentations
- Professional Affiliations
- Certifications
- Travel/International Experience
- Objective (*employer-focused and role-specific*)
- Qualifications or Summary (*for those with significant work experience*)

Language Proficiency Levels

Describe your proficiency in a language using the government's Interagency Language Roundtable (ILR) Scale—formerly referred to as the Foreign Service Institute (FSI) scale.

Level 1 (Elementary Proficiency):

You can survive for a week in a country utilizing your most basic linguistic skills—ordering food, telling time, conversing about simple subjects and generally being polite. You will make grammatical and pronunciation errors.

Level 2 (Limited Working Proficiency):

You can use your linguistic skills in basic social and work settings. You can discuss yourself, your family and current events. You have a pronounced accent and are likely to still make occasional grammatical errors.

Level 3 (Professional Working Proficiency):

This is where most formal language programs will finish and is generally recognized as the optimal level for a foreign language speaker. You can pretty much get around anywhere with your linguistic skills. You have a fairly large vocabulary and can understand conversation at its normal rate. Your accent is still there, but less of a distraction.

Level 4 (Full Professional Proficiency):

You can use the language precisely in all environments, formal and informal. You can casually interpret to and from the language. Grammatical and pronunciation mistakes are almost all gone at this level.

Level 5 (Native or Bilingual Proficiency):

You are essentially a native speaker. You can use the language with ease, including colloquially with popular idioms and cultural references.

For more information on using these levels, check out this site:

<http://www.sil.org/languagelinks/languagelearning/mangngyrInggIrnngprgrm/TheILRFSIProficiencyScale.htm>

The Career Center Can Help!

- **View a Resume Webshop on our website**
- **Attend one of our Resumes Basics Workshops**
- **Upload and submit your resume online through our website for a 48-Hour Critique**
- **Visit the Career Resource Room during Walk-Ins for any quick questions (M-F 10:00am-12:00pm & 1:00pm-5:00pm)**
- **Schedule an Employment Advising appointment with one of our consultants**

Do

Individualize Your Resume

Tailor your resume for each specific position and steer clear of resume templates or wizards.

Use Clear and Professional Font Styles and Sizes

Times New Roman, Arial, Garamond or Calibri size 10-14 works best

Maintain Professionalism

Be sure your listed email address and outgoing voicemail are appropriate for employers.

Update

Your resume changes continuously. Every time you have a new experience, add it to your resume and remove dated items as you gain additional experience. Many job seekers write a new resume targeted toward each specific job for which they apply.

Upload Your Resume to Our 48-Hour Resume Critique Service

Use this convenient service to have your resume critiqued by an experienced career consultant and returned to you in two business days! You can submit your request by filling out the online form and uploading your resume at: gwired.gwu.edu/career/resumecritiqueform.

Don't

Don't Include Personal Information

Items such as marital status, age/date of birth, health and weight/height do not belong on your job search materials.

Don't Include Your Social Security Number...unless specifically asked.

Some government positions or other organizations' application forms may require a Social Security number.

Don't Print "References Available Upon Request"

That is assumed. Use the space on your resume to expand on your skills. If asked for references, prepare a list of three to five on a separate sheet of paper.

Don't Forget to Edit & Proofread

Your resume is the employer's first impression of you. Misspelled words, slang and bad grammar will likely eliminate you from an interview list.

Don't Hesitate to Ask For Help!

The Career Center is here to assist you with all your job search needs. Visit the Resource Room or come by during walk-in hours if you have questions while you're working on your resume.

Effective Resume Tips:

A resume's appearance is as important as its content, particularly for large employers who scan your resume. Make sure your resume is laid out well keeping the following in mind:

- Avoid using tables, lines, shading or graphics.
- Set margins between ½ inch to 1 inch.
- Use standard-sized 8.5x11 white or off-white paper, printed on one side only.
- Present your strongest qualifications first.
- Make sure it is an appropriate length: One page for every 5-7 years of work experience (limit to two pages).
- Indicate *transferable skills* gained from each experience.
- Omit references to high school after your sophomore year of college.

Michelle O'Donnell

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Campus Address:

609 23rd St, NW, #436
Washington, DC 20052

Permanent Address:
7587 Oak Lane
Madison, CT 06552

EDUCATION:

The George Washington University, Washington, DC
Bachelor of Arts in Sociology, May 2011
GPA: 3.6

New York University, New York, NY
Completed 30 credits, 2007-2008

EXPERIENCE:

Sociology of the Family, The George Washington University, Washington, DC
Project Participant, Fall 2008

- Created 30 question questionnaire about family relationships and distributed survey to 100 members of the undergraduate student body
- Analyzed questionnaire results and summarized findings with SAS statistical software
- Supplemented findings with sociological theory used in class

Brightview Summer Camp, Keene, NH
Camp Counselor, Summer of 2007 and 2008

- Planned daily activities for 15 campers aged 10-12
- Supervised 2 junior counselors and led weekly meetings with counseling staff
- Assisted campers and parents with transition to camp life through emails, one-on-one meetings and phone calls

Guilford High School Swim Team, Madison, CT
Captain, Fall/Winter 2007

- Organized and led practice for 40 swim team members
- Developed spreadsheet to track speed times and set goals for improving stroke speed
- Assisted with planning annual team dinner and other events thought season to promote morale and team spirit

ACTIVITIES:

Member, National Honor Society, Fall 2006-Spring 2007
Class Treasurer, Madison Senior Class Counsel, Fall 2006-Spring 2007

TRANSFER STUDENT

Alissa L. Macks

400 20th Street, NW, #432
Washington, DC 20052

(202) 555-1234
macks@gwmail.gwu.edu

ENGINEERING

EDUCATION:

The George Washington University, Washington, DC
Bachelor of Science, Computer Engineering, Anticipated: May 2011
GPA: 3.7

Relevant Coursework:

Data Structures, Computer Architecture I, Foundations of Computing, Operating Systems, Software Engineer Development, Computer Security, Database Management Systems, Design of Interactive Media, Information Policy

TECHNICAL SKILLS:

Languages: C++, Java, C, ASP.NET, SQL
Applications: MS Visual Studio, Eclipse
Application Server: JBoss, Tomcat
Operating Systems: Windows, Unix, Linux
Database Systems: SQL Server, MySQL

PROJECTS:

Simple Web Client and Server

Designed code for simple web client and servers that send and process requests (similar in TCP/IP) developed in C using a Unix platform

Buffer Manager

Modified codes using C++ to simulate a buffer manager; Regulated page flow in and out of buffer

Circuit Design Project

Designed and built operational amplifier, utilizing oscilloscopes, digital multimeters, integrated circuits; tested input and output of different stages for desired specifications

EXPERIENCE:

Hewlett-Packard

Web Administrator

- Reorganized main HP website to ensure integrity
- Designed user interface for web enabling customer base to increase by 15%
- Developed coding standards to ensure compliance with MISRA rules (C, C++, Unix)

Washington, DC
Summer 2009

ABC Corporation

Software Engineer

- Managed production support issues and ensure quick, timely resolution
- Developed modules and wrote design documents, test plans and user documentation
- Created web sites and documentation using HTML

Washington, DC
September 2008-April 2009

DAVID GRIER

600 20th Street, NW, #405
Washington, DC 20052

(202) 555-1234
dag@gwu.edu

Education:**The George Washington University**

Bachelor of Arts, International Affairs, May 2010

Dual Concentrations: International Development and Economics GPA: 3.6

Federal University of Parana
Study Abroad, Spring 2008

Curitiba, Brazil


Experience:**The George Washington University****Colonial Inauguration Program**

Cabinet Member

- Facilitated workshops on high school-to-college transition
- Formulated and executed activities to welcome newly matriculated student
- Advised and counseled new students and parents
- Supervised and facilitated discussions amongst groups of 30 or more students on topics relevant to incoming freshmen

Washington, DC

January 2009—August 2009

GW Housing Programs

House Scholar

- Advised 60 first year students regarding personal, academic and developmental issues
- Collaborate with staff and administration to develop programs and resolve problems
- Assessed student needs and make appropriate referrals
- Developed knowledge of student development theory and practice

Washington, DC

August 2008—May 2009

The Office of the Honorable**U.S. Senator Diane Feinstein**

Defense Legislative Aid Assistant

- Researched legal history for Judiciary Committee's appointees
- Aided in research for the creation of a reformation of the H2-A National Immigration Bill
- Monitored the daily news and created a daily news brief
- Attended and reported on congressional hearings, specifically pertaining to fiscal and collateral costs for the Iraq War

Washington, DC

April 2008—August 2008

The George Washington University**Elliott School of International Affairs**

Staff Assistant

- Provided accounting and administrative support to the Elliott School Office of Finance and Personnel
- Managed multiple projects while performing general administrative duties

Washington, DC

September 2006—May 2007

Skills:

Portuguese—Professional Proficiency; Spanish—Elementary Proficiency

Julie Leiber

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Washington DC, 20052

(202).864.2759 – jleiber@gwmail.gwu.edu


EDUCATION:

The George Washington University, Washington, DC
Bachelor of Arts in Psychology, May 2010

LEADERSHIP EXPERIENCE:

Delta Zeta Sorority, The George Washington University Chapter, Washington, DC
Community Service Chair
Jan. 2008-Present

- Maintain chapter records and provide monthly report to all members and weekly report to executive board
- Serve as chapter representative at regional and national meetings
- Tutor high school students through “DC Difference” program
- Select and actively participate in chapter community service projects on a bi-weekly basis

Panhellenic Counsel, The George Washington University, Washington, DC
Chapter Representative
Sept. 2007-Present

- Coordinate activities for Greek Week, including social and philanthropic events
- Develop a comprehensive marketing plan, including the use of Facebook and Twitter to promote the event
- Collaborate with other Greek organizations to determine event logistics and staffing
- Select panel of judges, purchase trophies for winning organizations and determine competition guidelines

The George Washington Varsity Volleyball Team, Washington, DC
Team Captain/Member
Fall 2006-Present

- Balanced full-time academic course load with 20+ hours of athletic responsibilities
- Elected as team captain by teammates and coaches in senior year
- Served as mediator to strengthen relationship between coaches and players
- Participated in life skills sessions that focused on effective leadership, organization, and time-stress management
- Selected as an alternate for U.S. National Team (Fall 2006)

SKILLS

Computer: Proficient in Microsoft Excel, PowerPoint, Published, Word
Languages: French, Elementary Proficiency

Transferable Skills / Action Verbs

When describing your experience use this formula:

- = **Action verb** + **Who/What** this action pertains to + **How/Why** the action was performed

Helpful hints:

- Utilize a variety of verbs to keep the reader interested
- Describe accomplishments, not just job duties
- Remember to use the appropriate tense for past and present experience

Communication/ People Skills		Creative Skills		Data/Financial Skills	
Accounted	Incorporated	Acted	Originated	Accounted	Estimated
Addressed	Influenced	Adapted	Performed	Administered	Filed
Advertised	Interacted	Began	Photographed	Adjusted	Financed
Advised	Interpreted	Combined	Planned	Allocated	Forecasted
Arbitrated	Interviewed	Composed	Revised	Analyzed	Logged
Articulated	Involved	Conceptualized	Revitalized	Appraised	Managed
Assisted	Joined	Condensed	Shaped	Articulated	Marketed
Authored	Judged	Created	Solved	Assessed	Measured
Clarified	Lectured	Customized		Audited	Netted
Coached	Listened	Designed		Authored	Planned
Collaborated	Marketed	Developed		Balanced	Prepared
Communicated	Mediated	Directed		Budgeted	Programmed
Composed	Moderate	Displayed		Calculated	Projected
Condensed	Negotiated	Drew		Chartered	Published
Conferred	Observed	Entertained		Classified	Qualified
Consulted	Outlined	Established		Compared	Reconciled
Contacted	Participated	Fashioned		Computed	Reduced
Conveyed	Persuaded	Formulated		Conserved	Researched
Convinced	Presented	Founded		Consolidated	Retrieved
Coordinated	Promoted	Illustrated		Corrected	Summarized
Corresponded	Proposed	Initiated		Determined	Tabulated
Counseled	Publicized	Instituted		Developed	Transmitted
Debated	Reconciled	Integrated		Entered	Typed
Defined	Recruited	Introduced			
Demonstrated	Referred	Invented			
Described	Reinforced	Modeled			
Developed	Reported				
Directed	Resolved				
Disciplined	Responded				

Transferable Skills / Action Verbs

Helping Skills	Management/ Leadership Skills	Organizational Skills
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Adapted	Expedited	Administered	Incorporated	Approved	Ordered
Advocated	Facilitated	Analyzed	Increased	Arranged	Organized
Aided	Familiarized	Appointed	Initiated	Catalogued	Prepared
Answered	Furthered	Approved	Inspected	Categorized	Processed
Arranged	Guided	Assigned	Instituted	Charted	Provided
Assessed	Helped	Attained	Led	Classified	Purchased
Assisted	Insured	Authorized	Managed	Coded	Recorded
Cared for	Intervened	Chaired	Merged	Collected	Registered
Clarified	Motivated	Considered	Motivated	Corrected	Reserved
Coached	Prevented	Consolidated	Navigated	Corresponded	Responded
Collaborated	Provided	Contracted	Organized	Distributed	Reviewed
Contributed	Referred	Controlled	Originated	Executed	Routed
Cooperated	Rehabilitated	Converted	Overhauled	Filed	Scheduled
Counseled	Represented	Coordinated	Oversaw	Generated	Screened
Demonstrated	Resolved	Decided	Planned	Implemented	Set up
Diagnosed	Simplified	Delegated	Presided	Incorporated	Submitted
Educated	Supplied	Developed	Prioritized	Inspected	Supplied
Encouraged	Supported	Directed	Produced	Logged	Standardized
Ensured	Volunteered	Eliminated	Recommended	Maintained	Systematized
		Emphasized	Reorganized	Monitored	Updated
		Enforced	Replaced	Obtained	Validated
		Enhanced	Restored	Operated	Verified
		Established	Reviewed		
		Executed	Scheduled		
		Generated	Secured		
		Handled	Selected		
		Headed	Streamlined		
		Hired	Strengthened		
		Hosted	Supervised		
		Improved	Terminated		

Research Skills	Teaching Skills	Technical Skills
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Analyzed	Identified	Adapted	Guided	Adapted	Maintained
Clarified	Inspected	Advised	Individualized	Applied	Operated
Collected	Interviewed	Clarified	Informed	Assembled	Overhauled
Compared	Invented	Coached	Instilled	Built	Printed
Conducted	Investigated	Communicated	Instructed	Calculated	Programmed
Critiqued	Located	Conducted	Motivated	Compared	Rectified
Detected	Measured	Coordinated	Persuaded	Conserved	Regulated
Determined	Organized	Critiqued	Simulated	Constructed	Remodeled
Diagnosed	Researched	Developed	Stimulated	Converted	Repaired
Evaluated	Reviewed	Enabled	Taught	Debugged	Replaced
Examined	Searched	Encouraged	Tested	Designed	Restored
Experimented	Solved	Evaluated	Trained	Determined	Solved
Explored	Summarized	Explained	Transmitted	Developed	Specialized
Extracted	Surveyed	Facilitated	Tutored	Engineered	Standardized
Formulated	Systematized	Focused		Fabricated	Studied
Gathered	Tested			Fortified	Upgraded
				Installed	Utilized



TOP TEN SKILLS SOUGHT BY EMPLOYERS

The National Association of Colleges and Employers (NACE) surveyed hundreds of employers from around the US to determine those skills most desired in potential employees. In order of importance, employers reported they seek the following skills in new employees:

1. **Verbal & Written Communication Skills**
2. **Honesty & Integrity**
3. **Interpersonal Skills**
4. **Strong Work Ethic**
5. **Teamwork Skills**
6. **Analytical Skills**
7. **Motivation & Initiative**
8. **Flexibility & Adaptability**
9. **Computer Skills**
10. **Attention to Detail**

TOP TEN EMPLOYER EXPECTATIONS

1. **Ability**—to do the job well
2. **Initiative**—ability to work alone without constant direction
3. **Dependability**—being there when you are needed
4. **Reliability**—getting the job done with excellence
5. **Efficiency**—being accurate and capable
6. **Maturity**—handling problems well, utilizing good judgment and having a positive attitude
7. **Responsibility**—taking care of duties
8. **Perseverance**—carrying on with a tedious project
9. **Helpfulness**—willing to pitch in and help out
10. **Creativity**—looking for new ways to solve your employer's problems

IDENTIFYING YOUR TRANSFERABLE SKILLS

To identify your skills, carefully assess your achievements. Review past positions (paid, unpaid, volunteer, etc.) and identify the activities and skills you used to do your job well. Every job requires a certain skills set. For example, waiters have to develop excellent oral and interpersonal communication skills, time management strategies, the ability to work well under pressure, and the ability to efficiently handle cash transactions.

Thoughtful self-assessment will help you to present yourself more effectively through your resume and during the interview process. It is important to understand your transferable skills to communicate your assets to prospective employers!

48-Hour Resume & Cover Letter Critique Service

Use this convenient service to have your resume and/or cover letter critiqued by a trained reviewer. You can submit your resume by completing the online request form and uploading your resume at gwired.gwu.edu/career/resumecritiqueform. Critique will be returned to your GW e-mail within 48 hours.

Hours

Monday-Thursday
8:30am-6:00pm
Friday
8:30am-5:00pm



Walk-in Consulting in the Career Resource Room

Monday-Friday
10:00am-12:00pm
&
1:00-5:00pm
(Summer: Monday-Friday, 1:00-3:00pm)