



What's a Resume?

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Think of a resume as the most important tool you have to sell yourself to future employers. It outlines your skills and experiences so an employer can see, at a glance, what you could bring that organization. A resume has one goal: to get your foot in the door!

A resume makes an instant and lasting impression. While you may have everything it takes to succeed in a particular position, your resume is only effective if an employer immediately wants to meet you in person. The first hurdle your resume has to clear—bypassing the “rejection pile” for the “consider pile”—usually takes less than 30 seconds. The more carefully you prepare your resume now, the more likely someone is to read it later.

So how do you create a resume that captures people’s attention and gives you the best shot at an interview? First of all, an effective resume focuses on a specific job and, when possible, meets the employer’s stated requirements for that position. Your resume needs to describe more than your education level and jobs you’ve held in the past. You must also recognize what skills, interests, and experiences are needed to succeed in the occupation—and then highlight those on your resume. The more you know about the responsibilities and skills required for the job—and organize your resume around these points—the more effective your resume will be.

It will be difficult to begin writing your resume until you identify the career field and types of employers that will be the focus of your job search. America’s Job Bank offers a variety of resources to help you determine possible career paths—especially those that are in fast growing industries. There are links available from the America’s Job Bank web site to America’s Career InfoNet, which is a guide to the latest job trends, employer and state profiles, and career exploration resources. The other resource link from AJB is to America’s Learning eXchange which has listings of online training and educational resources. Your school career center and library also offer resources worth checking out.

Once you know *how* you will use the resume, then you will be better equipped to write an effective, targeted resume that gets results. You will likely spend a considerable amount of time developing your resume, choosing the right words and phrases to describe your marketable skills and experiences. Don’t let this discourage you. Writing the perfect resume usually requires several revisions. It’s hard work, but don’t forget a well-crafted resume can be your ticket to your dream job!



How to Start Writing

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The hardest part about writing a resume is starting to write the resume!

First, you need to think about what you want to do, what image you wish to project, and how your past experiences relate to your current aspirations. Once you have addressed these crucial issues, putting your thoughts on paper is much easier.

Choose your focus. Decide what type of job you'll be applying for and then write it at the top of a piece of paper. If you need help in finding different industries and occupations, search America's Job Bank and America's Career InfoNet to identify hot industries and available opportunities.

The job objective you list on your sheet of paper doesn't have to actually appear on your resume. Sometimes, it's best to describe your job goals in the cover letter, where you can tailor your objective to each opening. Most employers do like to see an objective statement on your resume and it is an option on the AJB Resume Builder. Make sure that it is precise. For example, "A marketing management position with an innovative corporation" is much better than "A position which utilizes my education and experience."

Take inventory. Start with several pieces of blank paper. Title each with the following headings and then brainstorm:

Education

Activities

Interests

Work experience

Honors and awards

Skills and abilities

If you think you don't have any experience—think again. Remember, the question in the employer's mind is: "Why should I speak with this person? How is he/she different from all the other applicants?"

Try to answer these questions under each heading. Talking out loud about your overall career and job skills and experiences can sometimes be helpful. Remember to be big-picture and summary oriented. Ask yourself for each job and experience, "What did I do?"

Education

- List the schools you have attended, major studies, exchange programs, off-campus study, and major areas of study.
- List your educational qualifications.
- List any of the relevant education or training you've received



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that relates to the job.

- Always look at your resume from a potential employer's perspective. Don't waste space by citing training that's not directly related to your target job.

Work experience

- List all your job experiences—paid or unpaid—with a list of all the things you did while working at each one.
- Think about details. Under each job, list your job responsibilities and skills that were needed. If available, incorporate sentences from the actual job description. Don't worry yet about writing descriptions or narrowing your list.
- Make an inventory of your successes. Go back to each job you have held and think about what you accomplished for which you received special recognition, or that you felt proud of, or was above and beyond the call of duty. Did you save the organization money and time by developing a new procedure? Did you generate awareness in the community about your organization? Write down any achievement that shows potential employers what you could do for them. Whenever possible, quantify your results—numbers are always impressive.
- Now describe each job and any of your accomplishments in a simple and powerful action statement that emphasizes beneficial results.

Activities

- List your hobbies, clubs or groups you belong to, sports, church and school activities, organized groups, community involvements, and volunteer activities.
- List any leadership positions you held and the responsibilities that followed.

Honors and awards

- List scholarships, class standing, special recognition, and academic achievements.

Interests

- List things that interest you, including hobbies, travel experiences, and special talents.

Skills and abilities

- List everything you haven't covered under the other headings—even if it seems trivial.

For each section, ask yourself the following questions:

- Are there things on this list I feel a sense of pride or accomplishment about?
- Can I make these things relate to what a prospective employer might be looking for?
- Which things on my list show different aspects of my personality or strengths?
- Which activities have been superseded by more recent experiences?

Start focusing. Now that you have everything down on paper, go back to each list and think about which items are relevant to your target job. Cross out anything that doesn't relate, even if this means entire jobs. Remember, if you have enough jobs listed, a particular job you held in high school may not be relevant. The purpose of a resume is to get your foot in the door. It is not meant to be an all-inclusive



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recollection of your life. If you have a long history of work experience, you may want to list only recent jobs that are related to your present objective.

Create clear and concise sentences. Take all your lists and make full sentences out of the remaining items listed for each job and experience. Combine any items that are related to prevent your phrases from being short and choppy. Each sentence should be structured so it is interesting and compelling. Use action verbs at the beginning of each sentence to make each sentence powerful ([refer to the list of action words](#)). Make sure that each word in every sentence means something and contributes to the quality of the phrase. If you are having trouble writing clear and concise sentences, ask a friend who's good with words to help you. Also, most schools offer free services to help you with your resume.

Insert targeted keywords. Your resume must contain specific keywords to get noticed. These include descriptive nouns or short phrases that may be used to find your qualifications in a keyword search of a resume database. These include talents, skills, and relevant knowledge required to do your job.

The job description will be one of the best sources for keywords. Refer to America's Career InfoNet where job descriptions can be found on numerous industries. Also, when searching for jobs on America's Job Bank, most include descriptions of the job. Nearly every noun in job postings and advertisements will be a keyword that employers use when searching through resumes. Make sure to use those words somewhere in your resume, including synonyms wherever you can. For example, if you are seeking a public relations position, you should describe your "communication skills" and "writing experience." Never include a keyword on your resume that is not true or doesn't represent your experience.

You're now finished with the hardest part of creating a resume. The only thing left is to format your information in a style that reflects your personality. Your finished product should be a finely tuned marketing instrument that reflects who you are and motivates the employer to contact you for an interview.



Specific Components of a Resume

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Every resume needs to include certain categories of information, as identified in the other sections of this toolkit. Your resume should provide answers to these questions:

Contact information—What is your name and how can you be reached?

Objective—What do you want to do?

Experience —What can you do?

Education—What have you learned?

Employment—What have you done?

Contact Information

The header of your resume should include your name, address, phone number, and email address, if you regularly use it. When submitting a paper version of your resume, it is visually appealing to use a large font for your name. Include both a local and permanent address and a phone number so that an employer can easily reach you. This is especially important for graduating students.

Job Objective

Although optional, a job objective statement shows employers the direction you want to go, your work preferences, and serves as a focal point for employers to review and analyze your resume. It allows employers to immediately identify the kind of position you want. If you are looking for jobs in a number of different fields, you need to have a different job objective for each position. To address this, prepare some resumes without objective statements. Or tailor each resume to the specific job you seek.

Do not write an objective that is vague and meaningless—if it isn't specific, don't include one. It may contain up to four parts:

- **The level of the position.** This can be anything from an internship, to full time, entry level, experienced, supervisory, or executive.
- **Skills you hope to bring to the position.** Look to the list of action verbs included in this toolkit to identify which skills you have experience using.
- **Position.** If you are responding to a job listing, look in the text of the listing to find out what the employer calls the position. This is the actual title, such as consultant, investment banker, or accountant.
- **Field or industry in which you hope to work.** Such as telecommunications, health care, and banking.



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Education

In this section, include any information about your degree(s), including where and when you graduated; date(s); major, minor, or concentration; certification; and academic awards and honors. Make sure you use the official names for schools, degrees, and majors/minors.

Include all honors, special awards, and recognitions. While commonly known awards, such as Phi Beta Kappa, do not need an explanation, lesser known awards should be briefly explained.

Include your GPA if it is an asset. If your GPA is not strong, focus your resume on non-academic strengths and skills. A general rule of thumb is that if your GPA is a 3.0 or higher, include it. If the GPA for your major is strong, you can just put that down but make sure you specify that it is only for classes in your major.

If you are calculating a major GPA, make sure that if employers ask for your transcript, they will be able to follow your calculations. If not, they will assume you falsified your resume! GPA is calculated as follows: 3.15 can be rounded up to 3.2. However, 3.14 cannot be rounded up. If you do not have a lot of relevant experience for the position you are applying for, it is a good idea to list courses and class projects of interest to the employer.

Employment History

The way you structure the “experience” section will depend on what you are looking for and what you have done. This section lists in chronological order the positions you have held, names and locations of employers, and dates employed. You should also list responsibilities, achievements, significant contributions, and demonstrated skills.

Try to describe your experience in the most interesting and brief way possible. However, don’t sacrifice clarifying details about important accomplishments for the sake of brevity. Remember to use active verbs to describe your work experience. Be hard on yourself, and, if necessary, discard “good” material that will have no meaning for an employer. To assist you in writing this section, refer to the list of action words in this toolkit.

Descriptions such as “responsibilities included developing course material” can be phrased more persuasively as “developed course materials.” Descriptions do not need to be phrased in full sentences. The questions in an employer’s mind are “Why should I speak with this person? How are they different from all the other applicants?” Try to answer these questions in each of your descriptions.

You should also include independent study or volunteer work if it is relevant to the job you want and provided you with significant skills and experiences. If you do include your volunteer work, do not describe it under a heading which implies you were paid.

In some instances, you may want to divide your experience into sub-sections. For example, if you are seeking a teaching job, and have both a teaching and business background, two separate headings—one “Teaching Experience” and “Additional Experience” may have more impact than a single heading.



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Skills and Abilities

This is the place to put important and/or interesting information that does not fit anywhere else. With the advance of technology, it is increasingly important to include a section on computer skills. This should include any of your knowledge of computer programs, hardware, software, database knowledge, and/or Internet functions. If you have any other notable skills, such as foreign languages, musical talents, or writing skills, include these here.

Activities and Honors

If you have received any awards or honors, or been involved in campus or community organizations, such as athletics, clubs or student government, you should mention them in this section. Identify any leadership roles that you had in these organizations. If you have too many organizations to list, choose the ones that have the strongest connection to the type of job you seek. Don't pad this section with organizations you joined "in name only." Employers may ask you about these involvements during an interview.

References

Simply indicate that references are "available upon request" in a paper version of your resume. You should know at least 3 people who can serve as your references. Ask in advance for permission to use them as references. Use faculty and employers as references, not personal acquaintances. Do not include their names, addresses, or phone numbers on the resume. You may send a separate sheet with this information along with your resume, or wait until the employer requests references.



Resume Formats

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Chronological (Traditional) Resume

The chronological resume is the most commonly used resume style. It is organized by job titles and presents information about your work experience in reverse chronological order. It allows you to describe each work experience while highlighting important responsibilities and skills needed throughout your experiences.

This resume format works well for most candidates. It is especially good for those with established work histories, new graduates with some work experience, and individuals whose work history is directly related to the jobs they seek. It is suited to people with clearly defined career goals and also those who have job objectives aligned with their work history. It is also the most conservative format and as a result works well for candidates applying to more traditional organizations.

Employers tend to prefer the chronological resume because it lists your prior positions, beginning with the most current. Employers also like this resume style because it is fact-based and easy to skim through.

A chronological resume is advantageous when:

- Your recent jobs are impressive;
- You are staying within the same career field or industry;
- Your job history shows progress; and/or
- You are looking in a traditional field (e.g., education, government).

A chronological resume is not advantageous when:

- You are changing career fields;
- You have changed jobs frequently; and/or
- You have large gaps in your job history.

Functional (Skills) Resume

The functional resume rearranges your employment history into sections that highlight areas of skills and accomplishments. It emphasizes skills you have acquired rather than when and where you have worked. Specifically, you don't describe each work experience as you would in a chronological resume. You group everything into skill headings (leadership, research, computer skills) based on what you think the employer is seeking in a candidate. Then you indicate how you used or developed these skills through work, education, or other activities.

This format is highly effective if your training and experience do not match the qualifications for the job. It also works well for job seekers with varied work backgrounds or little direct experience for the type of job they want.



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Some employers dislike functional resumes, particularly if it is difficult to match up skills with actual job titles, level of responsibility, and dates of experience. You should avoid this by including the organization name in the “bullet” describing each accomplishment. For example:

Program Coordination

- Coordinated the logistics of opening two **Hillcrest Residential Treatment Centers**, which included the hiring and training of staff.

To take full advantage of the benefits of a functional resume, you must make it easy for employers to visualize your overall chronological work history and link your accomplishments to it. Always include a chronological listing of your work experience in a functional resume.

The functional resume gives some job seekers leeway to demonstrate how their work history, skills, and accomplishments would be beneficial to an employer, even though it might not be obvious in a chronological format. This resume format is suited to job seekers with a variety of unrelated work experiences or wanting to change industries or careers, new graduates, or those entering the workforce. It is also effective if your previous job titles, such as “administrative assistant” or “sales associate,” do not reflect the level of skills you used.

The functional resume is advantageous when:

- You want to emphasize skills that were not used in a recent job;
- You want to focus on skills and accomplishments rather than an employment history;
- You are changing careers or re-entering the job market;
- You want to market skills and experience that you gained through coursework and/or volunteer experience;
- Your career growth in the past has not been continuous;
- You have a variety of unrelated work experiences; and/or
- Your work has been free-lance, consulting, or temporary.

The functional resume is not advantageous when:

- You have little work experience or leadership experience;
- You want to emphasize promotions and career growth; and/or
- You are working in highly traditional fields, such as teaching, accounting, and politics, where employers should be highlighted.

Combination

The combination resume combines the best aspects of the chronological and functional formats. This type of resume usually begins with a skills summary and then a description of work experiences in reverse chronological order. The advantage of the combination format, highlighting skills and describing your work experiences, gives the employer an understanding of your duties and responsibilities.

This format works well for any candidate, though length can be a problem if you have an extensive work history.



11 Signs of a Great Resume

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Targeted. Employers want to know exactly what you can do for them. Whenever possible, target each resume to each job. Vague and general resumes that cover many possible job options will not get noticed. While you may qualify for several different positions, it's better to create a different resume for each job and incorporate only the information pertinent to that job description. This will alleviate the tendency to crowd your resume with too much non-related information.

Consistent. This is important when sending a paper version of your resume to employers. The look of your resume should be eye catching, not distracting. Be consistent with spacing and margins, allow for lots of white space and borders, and emphasize your important points with font and text styles such as italics, capitals, underlining, boldface, indentation, and bullets.

Well Written. Descriptive action verbs—such as *established*, *implemented*, *created*, and *streamlined*—add power to your sentences. It is crucial to start each sentence with an action verb (refer to the list of action verbs in this toolkit).

Concise. Employers scan resumes and decide in less than 30 seconds if they want to look more closely at what you offer. Edit with care and delete information that isn't relevant. If you are submitting a paper version, one-page resumes work best.

Summarized Qualifications. This is one of the most important parts of your resume. The “Job Objective” or “Summary of Qualifications” section powerfully illustrates your top selling points. Most job seekers exclude this information, but this is an ideal way to get noticed—fast. This is a section of the America's Job Bank Resume Builder.

Self-Promoting. Make sure to show your accomplishments, skills, and abilities. Employers want to see proof that you can do the job. Be sure to demonstrate the results of your experience and how others benefited from these results. You can effectively achieve this by including evidence of your productivity by noting any cost or time savings, and mentioning innovations, changes, or actions that show you produced results.

Accurate. List your skills, qualifications, and experiences in as positive a manner as possible—but do not exaggerate or misstate the truth. Be sure your job responsibilities are adequately described by your job title, and indicate the true level of your abilities. Exaggerating your skills will not do you any good!

Abbreviation Free. Avoid abbreviated words on your resume. It looks sloppy and many abbreviations are not universally accepted.

No personal stuff. Including any personal data, such as age or height, is seen as unprofessional. Employers must be careful not to violate any discrimination laws, and most organizations prefer that you don't include it.



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Grammatically Correct. Do not trust your computer's spell check. Read every word and have someone else read your resume as well. This is the single most important thing you can do once you have written your resume. Mistakes of any kind are extremely annoying to employers and also the fastest way to get your resume into the rejection pile. Spelling mistakes and typos suggest the poor quality of work they can expect from you.

Good Paper. If you are submitting a paper version of your resume, use a computer and print it on a laser printer to give it a sharp, professional look. Conservative white, off white, light tan, or light gray are generally acceptable colors. The darker the color, the more difficult it is to read. Dark or creative colors are acceptable only for artistic resumes, particularly for candidates in graphic design areas. In this case, the resume becomes a vehicle for illustrating the candidate's talent. Never send out a resume that is obviously a photocopy.



Scannable Resumes

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A growing number of employers are using resume scanning systems to read, access, and store resume information. Resumes are optically scanned into the computer as images. The computer reads the resume and creates a database of the relevant education, experience, skills, and achievements by using key words. Employers are then able to search by keywords for the resumes they want. When done right, your well-written, well-prepared resume will contain all of the necessary keywords to attract attention.

You are most likely to encounter this trend when applying to large organizations. You may want to ask whether they scan resumes. It is easy to prepare an effective scannable resume, and in fact, many of these considerations should already be incorporated into your resume.

Follow these guidelines for format and content to make the perfect scannable resume:

- Use standard serif and sans serif fonts (Helvetica or Arial). Avoid ornate fonts and fonts where the characters touch.
- Font size is also important. Use sizes between 10 points and 14 points.
- Italics and underlining cause problems for the scanner, especially if combined. Use ALL CAPITAL LETTERS for emphasis.
- Vertical or horizontal lines should be used sparingly. When used, leave at least a quarter of an inch of space around the line.
- Avoid graphics and signs, shading or shadowing.
- Do not compress or expand the space between letters or lines.
- Do not double space within sections.
- The resume you submit should be an original. It should be printed on one side only, with a laser printer on white or light-colored 8 1/2 x 11 inch paper.
- Resumes which have been folded, stapled, or otherwise mutilated will not scan well.
- Scanners do not read faxed resumes. If you have to fax your resume, send a second hard copy in the mail.
- Always place your name as the first item at the top of the page since the scanner assumes that whatever is at the top is the applicant's name.



Creating Electronic Resumes

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America's Job Bank offers in the Resume Builder the option to submit a text version of your resume. It is also a growing trend with many employers is to request an electronic version of your resume. In fact, larger companies give you the option to supply your resume on-line directly from their web sites.

When creating an electronic resume, you don't need to start over. You are merely altering the presentation format.

To prepare your electronic resume, follow this list:

1. Create your resume with the formatting and display style for the normal resume.
2. Copy this computer file and give it a different name. (For example, name it resume.txt)
3. Remove all of the formatting. This means eliminating italics, bold, underlining, paragraph indents, justified or centered text, and bullets.
4. Use the SAVE AS function in your word processor to save it as a text file.

Since you can't use typical formatting additions such as bolds, underlines, or bullets, to make an electronic resume more appealing visually, try these options to deliver the same impact. Instead of:

- **Bullets**—use asterisks (*) or plus signs (+) at the beginning of lines.
- **Underlines or italics**—use a series of dashes to separate sections.
- **Bold text**—capital letters offer a great alternative or use asterisks to surround the text.

Keep these rules of thumb in mind:

- Always send a message in the text area of the email. You should also ask if they would like a printed copy for their records. Make sure you spell check the text of the email message.
- Unless otherwise indicated, include a cover letter and be sure to note why you are contacting this person.
- Send the resume and cover letter in one email message.
- If responding to a job posting on America's Job Bank, use the job order number as the Subject of your message.



The Resume Checklist

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Step One: Hold your resume at arm's length and see how it looks. Is important information quick and easy to find? Is the page interesting with different type styles, sizes, lines, or boxes? Is the information well-spaced, not crowded on the page? Is there enough "white space?"

Step Two: Once your resume has passed the "arm's length" test, use this checklist to review your resume:

Format, design, and appearance (particularly paper resumes)

- Resume is inviting and easy to read.
- No more than two typestyles appear on the resume and the typestyles are conservative.
- Font sizes are kept between 10-14 points.
- Bold, italics, and underlining are kept to a minimum and used consistently.
- Margins and line spacing keep the page from looking too crowded.
- Printing is on one side of the sheet only, on high-quality bond paper (white or off-white).
- Resume is appropriate length—preferably one page, but it's better to use two than to cram too much information on a single page.

Organization

- Your best assets are listed first.
- The resume can be easily reviewed, categories are clear, and text is indented.
- The dates of employment are easy to find and consistently formatted.

Writing style

- Sentences or phrases begin with powerful action verbs.
- Each paragraph or sentence is short.
- Text contains brief, succinct language with no unnecessary words.
- Text includes absolutely no errors in grammar, spelling, punctuation, or typos.

Content

- Name is at the top of the page, highlighted by slightly larger type size, bold, or italics font.
- All entries highlight a capability or accomplishment.
- Verb tense is consistent (current jobs in present tense, past jobs in past tense).
- Repetition of words or phrases is kept to a minimum.
- Capitalization, punctuation, and date formats are consistent.



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Content Information

- Correct address(es), current and permanent (if necessary).
- Telephone number(s) where you can be reached 9-5.

Job Objective

- Briefly indicated the sort of position, title, and possible area of specialization you want.
- Language is specific, employer centered not self-centered; avoids broad or vague statements.

Education and Training

- Highest level of education or training is listed first from most current degree backward; includes type of degree, name and location of university, date or anticipated date of graduation.
- List of other degrees, relevant higher education coursework, continuing professional education or training courses, and study abroad.
- Major, minor, or areas of concentration.
- Omit high school if you have completed more than two years of college, unless referencing impressive honors or relevant extracurricular activities.
- Relevant courses, papers, projects; include paper or project titles.
- GPA (if higher than 3.0), honors, awards, and scholarships.
- Percentage of educational expenses earned.

Employment History

- Includes all paid, volunteer, intern, or cooperative education experiences that are relevant to your objective. Start with the most recent experience if using chronological format.
- Title held, organization name, city, state, or country location (if not the United States).
- Dates of each position; if several positions for one employer, list employer once.
- Responsibilities listed in order of each item's relative value to the future employer; indicate transferable skills and adaptive abilities used on the job.
- Accomplishments on your job. What problems did you face? What solutions did you find?
- Contributions to the organization, such as how your work helped increase profit, funding, motivation, efficiency, productivity, quality, saved time or money; improved programs, management, communication, or information flow.
- Quantitative or qualitative examples that describe the results of your contributions or accomplishments.
- Learning that took place on the job that is relevant to your job objective (optional).

Skills and Abilities

- Computer skills: software applications, languages, hardware, operating systems.
- Language skills: fluency and ability to read and write at basic, intermediate, or advanced levels.
- Anything else related to your targeted position.



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Activities and Honors

- List of significant positions of responsibility; include title, name of organization or team, and dates.
- Leadership roles, achievements, and transferable skills that are relevant.
- Hobbies and personal interests (only if they are relevant).

The Final Test

Your resume must answer the following questions:

- Does it clearly and quickly communicate to employers that you can do the job?
- Do your strengths in relation to the position come across?
- Should anything be removed?
- Does it sell you?



Action words

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Part I: Suggested Uses List

Achieved or Accomplished

achieved accomplished acquired demonstrated doubled earned expanded fulfilled halved helped increased improved pioneered reduced (losses) resolved (problems) restored reinforced spearheaded surpassed strengthened transformed tripled won

Administrative Duties

approved arranged catalogued classified collected compiled dispatched executed generated implemented inspected monitored operated organized prepared processed persuaded purchased recorded retrieved screened specified systemized tabulated validated

Communication Skills

addressed arbitrated arranged authored collaborated convinced corresponded developed directed drafted edited enlisted formulated influenced interpreted lectured mediated moderated negotiated persuaded promoted publicized reconciled recruited spoke translated wrote

Creative

acted conceptualized created customized designed developed directed established fashioned founded illustrated initiated instituted integrated introduced invented originated performed planned revitalized shaped

Financial Responsibilities

administered analyzed balanced budgeted forecast marketed planned projected

Helped or Assisted

advocated assessed assisted clarified coached counseled demonstrated diagnosed educated expedited facilitated familiarized guided motivated referred rehabilitated represented

Made

activated built composed conceived constructed create designed developed established formed formulated founded invented set up started



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Management

administered allocated analyzed appraised assigned attained audited balanced budgeted calculated chaired computed consolidated contracted coordinated delegated developed directed evaluated executed forecasted improved increased managed marketed organized oversaw planned prioritized produced projected recommended researched reviewed scheduled strengthened supervised

Planned

calculated collaborated coordinated expedited maintained programmed projected

Researched

clarified collected diagnosed evaluated examined extracted identified inspected interpreted interviewed investigated organized reviewed summarized surveyed systematized

Resolved Problems

adapted advised analyzed assisted clarified controlled corrected defined influenced interpreted investigated managed monitored negotiated overcame reconciled recommended resolved settled solved

Responsibility

controlled directed evaluated financed guided handled headed hired influenced inspected instructed interviewed led motivated negotiated oversaw promoted recruited reported represented scheduled secured selected supervised taught trained

Teaching skills

adapted advised clarified coached communicated coordinated demystified developed enabled encouraged evaluated explained facilitated guided informed instructed persuaded set goals stimulated trained

Technical skills

assembled built calculated computed designed devised engineered fabricated maintained operated overhauled programmed remodeled repaired solved upgraded



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Part II: Brainstorming List

A

achieved
accomplished
acquired
acted as liaison for/between
acted/functioned as
activated
adapted
added
addressed
adept at
administered
advised
advocated
allocated
amounting to a total savings of
analyzed/assessed
applied
appraised
approved
arbitrated
arranged
assembled
assessed
assigned territory consisting of
assigned to
assisted with
attained
audited
authored

B

balanced
bought
budgeted
built

C

calculated
catalogued

chaired
classified
clarified
coached
collaborated
collected
communicated
compiled
composed
computed
conceptualized
conceived
conducted
consolidated
constructed
consulted
contracted/subcontracted
controlled
convinced
coordinated
corrected
corresponded
counseled
created
customized

D

defined
delegated
delivered
demonstrated
designed
developed
devised
diagnosed
directed/indirect control
directed
dispatched
documented
doubled
drafted

E

earned
edited
educated
enabled
encouraged
engineered
enlisted
established
evaluated
examined
executed
expanded
experience involved/included
experienced in all facets/phases
expertise and demonstrated skills
expedited
explored
extensive training/involvement
extracted

F

fabricated
facilitated
familiarized
familiar with
fashioned
financed
forecasted
formed
formulated
founded
fulfilled

G

gathered
generated
guided



DreamJob

2

H

halved
handled
headed
helped
hired
honored as

I

identified
illustrated
implemented
improved
in charge of
increased
influenced
informed
initially employed
initiated
innovation resulted in
inspected
installed
instituted
instructed
instrumental in
integrated
interaction with
interpreted
introduced
invented
interviewed
investigated

K

knowledge of/experienced as

L

lectured
led

M

maintained
managed
marketed
mediated
moderated
monitored
more than [] years experience
motivated

N

negotiated

O

operated
organized
originated
overcame
overhauled
oversaw

P

performed
persuaded
pioneered
planned
presented
prioritized
processed
produced
proficient
programmed
prioritized
produced
projected
promoted to/from
proven track record
provided []
publicized
purchased

R

recipient of
recommended
reconciled
recruited
reduced
reinforced
remained as
remodeled
repaired
reported directly to
represented
researched
resolved
restored
resulted in
reviewed
revitalized

S

sales quota accountability
scheduled
screened
selected
served/operated as
set goals
set up
settled
shaped
solved
spearheaded
specified
specialize in
spoke
started
stimulated
strengthened
successful in/at
summarized
supervised



Dream
Job

2

surpassed
surveyed
systematized

T
tabulated
taught
temporarily assigned to
to ensure maximum/optimum
trained
transformed
translated
tripled

U
upgraded

V
validated

W
won
worked closely with
wrote