

Develop a Keyword Résumé

Unit: Basic Skills

Problem Area: Use Business Terminology

Lesson: Develop a Keyword Résumé

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Identify and classify résumé formats.**
- 2 Identify résumé categories.**
- 3 List keywords used on a résumé.**
- 4 List educational, extracurricular, and work experience keywords for a résumé.**

■ **Resources.** The following resources may be useful in teaching this lesson:

Hansen, Katharine. "Tapping the Power of Keywords to Enhance Your Résumé's Effectiveness," *Quintessential Careers.com*. Accessed Feb. 28, 2009. <http://www.quintcareers.com/resume_keywords.html>.

Lorenz, Kate. "What Are Résumé Keywords?" *CareerBuilder.com*. Accessed March 15, 2009. <<http://www.careerbuilder.com/Article/CB-464-Cover-Letters-and-Résumés-What-are-Résumé-Keywords/>>.

"Résumé Action Verbs and Keywords," *Résumé-Help.org*. Accessed March 22, 2009. <http://www.resume-help.org/resume_action_words.htm>.

"Résumés, e-résumés, Vitas, and CVs: Questions and Expert Advice," *CareerPerfect.com*. Accessed March 20, 2009. <<http://www.careerperfect.com/content/resume-writing-help/>>.

"Samples of Résumés and Samples of Letters," *Résumé World Inc.* Accessed Feb. 12, 2009. <http://www.resumeworld.ca/resume_samples/index.asp>.



Troutman, Kathryn Kraemer. *Creating Your High School Résumé*, 2nd ed. JIST, 2003.

“Writing Résumés and Other Employment Letters,” *California State University—Chico, Career Center*. Accessed Feb. 12, 2009. <<http://www.csuchico.edu/plc/resume.html>>.

■ **Equipment, Tools, Supplies, and Facilities.**

- ✓ Projection equipment
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

■ **Key Terms.** The following terms are presented in this lesson (shown in bold italics):

- ▶ chronological résumé
- ▶ functional résumé
- ▶ keywords
- ▶ résumé
- ▶ scannable résumé

■ **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

■ *Begin the lesson by asking students a few questions:* ■

1. *For those of you who have a job, what process did you use to get hired?*
2. *What was the hiring experience like for you?*
3. *How would a prospective employer know if an applicant had the qualifications for the job other than through questions and answers?*
4. *Who has a résumé?*
5. *What do you already know about résumés?*

■ *Next, find several sample résumés via Web sites (e.g., Careerbuilder.com and human resource departments) to share with students. Ask students to sort the sample résumé formats into different types. Tell them to list characteristics of each sorted stack of résumés. Then project a résumé with an error, and ask what they think the possibility is that that person would be hired?* ■

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Identify and classify résumé formats.

Anticipated Problems: What is a résumé? What are the characteristics of different résumé formats?

- I. A **résumé** is a brief account of a person’s education, professional, or work experience and qualifications, often submitted with an employment application.
 - A. Résumé formats
 1. A **chronological résumé** format emphasizes work and experiences and is organized by a date timeline. Characteristics of this résumé format are:
 - a. Easy to follow, as it highlights career growth and names of employers
 - b. Shows a complete presentation of qualifications and emphasizes accomplishments
 - c. May show information in a reverse chronological listing, such as showing work experience from most current to least recent
 - d. Disadvantages to this format are:
 - (1) The skills may not be highlighted.
 - (2) Career gaps may be more visible.
 2. A **functional résumé** emphasizes the skills and qualifications of the job seeker under functional headings that highlight accomplishments and strengths. Characteristics of this résumé format are:
 - a. Experiences and skills are organized to support the job objective and are not bound by employment dates.
 - b. This type is an ideal choice for a person seeking a different career field or industry by focusing on transferable skills.
 3. The advantage of a **scannable résumé** is in its ability to electronically match an employer’s needs with an applicant whose résumé fulfills those needs via keywords. Characteristics of this résumé format are:
 - a. It has the ability to be scanned onto a computer database as a graphic image, converted back to text, and retrieved at a later date.
 - b. It uses keywords to match the candidate’s experience with the skills required for employment.
 - c. It is usually a simple and unadorned résumé.
 - d. It can be read using Optical Character Recognition software.

Project at least three different résumés. Have students respond with the different categories and formats. Use VM–A to review a sample scannable résumé format. Ask students to identify the keywords and the action words used on the résumé. Discuss what the keywords and action words reveal about the candidate.

Use VM–B to review a sample reverse chronological résumé format. Emphasize that the work experience is displayed in a reverse chronological order. Use VM–C and VM–D to review sample functional résumés. Emphasize that the candidates' skills and qualifications from work experience are highlighted. Discuss information that is and is not included in the personal information sections (e.g., name, mailing address, phone number, email address, social security number, age, sex, and physical characteristics).

Objective 2: Identify résumé categories.

Anticipated problem: What categories are typically shown on a résumé?

II. Résumé categories

A. Personal information

1. Name
2. Mailing address
3. Phone number
4. Email address

B. Objective

1. In this area, the candidate states a specific goal or the position being sought.
2. Optionally, a candidate could state an industry career goal or a business focus for employment.

C. Education

1. In this area, the candidate lists his or her most recent education experience first.
2. The candidate should highlight his or her academic successes.

D. Work experience

1. The candidate should state the most recent employment experience first.
2. The candidate should provide employment dates.
3. The candidate should list a contact person, title and phone number, email, etc.

E. Optional categories

1. Awards and achievements
2. References
 - a. Name
 - b. Business, affiliation
 - c. Address
 - d. Phone number
 - e. Email address (optional)

Have students view some of the résumé examples from the Resources list. Project VM–E. Ask students to name the categories and the information listed in each category.

Objective 3: List keywords used on a résumé.

Anticipated Problem: What are résumé keywords?

III. Résumé keywords

- A. **Keywords** are concrete words that describe a person’s experiences and reflect the skills needed for a job, such as:
1. Developed: This describes a person’s leadership ability.
 2. Established: This describes a person’s initiative on the job.
 3. Demonstrate: This describes a person’s achievements.
 4. Analyze: This describes a person’s problem-solving ability.
- B. Keywords show action that may be matched with work skills. For example:
1. “Developed a system to complete a filing task more efficiently”
 2. “Established a return policy that provided better customer service”
 3. “Demonstrated a positive work ethic through completing work tasks on time or ahead of schedule”
 4. “Analyzed a marketing task that led to increased sales of hand tools”

Project VM–F. Ask students to review the Web sites listed for samples of keywords for résumés. Ask students to collect words in the following categories: leadership, problem solving, initiative, and achievement. Choose a keyword from each of the category lists, and ask students to brainstorm activities that the keyword could demonstrate. For instance, the word “developed” could mean the candidate was asked to raise money for the United Way and, in turn, developed a plan, directed the fundraising, organized the groups, and/or inspired the community/school to give. Thinking of an initiative in progress in your school would make a more applicable example for the students.

Objective 4: List educational, extracurricular, and work experience keywords for a résumé.

Anticipated Problem: What are examples of educational, extracurricular, and work experience keywords for a résumé?

IV. Keywords may be implemented in most résumé categories.

- A. Education keywords
1. Grade point average (G.P.A.)

2. Certificate (received from a training or educational program)
 3. Associate degree (received from a two-year institution)
 4. B.A. or B.S. (Bachelor of Arts or Bachelor of Science degree received from a four-year institution)
 5. M.A. or M.S. (Master of Arts or Master of Science degree received from a graduate college within a university)
- B. Extracurricular keywords
1. Volunteered
 2. Participated
 3. Officer in an organization, club, team
 4. Captain of a sports team
 5. Awards for attendance, volunteerism, academics, technical and/or fine arts performance, etc.
- C. Work experience keywords
1. Accomplished
 2. Supervised
 3. Trained
 4. Managed

Project a job advertisement. Ask students to create a fictitious résumé that would match the job advertisement. Then ask the students to verbalize how certain keywords (action words) may relate to the employer's skill requirements.

Use VM–G and VM–H to review scannable résumé standards. Assign LS–A. Use VM–I, VM–J, VM–K, and VM–L to review the standards for a hand-delivered or mailed résumé. Assign LS–B.

- **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. Questions at the ends of chapters in the textbook may also be used in the review/summary.
- **Application.** Use the included visual masters and lab sheets to apply the information presented in the lesson.
- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

■ Answers to Sample Test:

Part One: Matching

1. d
2. a
3. b
4. e
5. c

Part Two: True/False

1. F
2. F
3. F
4. T
5. T
6. T

Part Three: Short Answer

1. Answers will vary but should include three of the following résumé categories:
 - a. Personal
 - b. Objective
 - c. Education
 - d. Work experience
 - e. Extracurricular
 - f. Awards and achievements
 - g. References
2. The advantage of a scannable résumé is in its ability to electronically match an employer's needs with an applicant whose résumé fulfills those needs via keywords.
3. Answers will vary but should include action words from VM–K, such as:
 - a. Implemented
 - b. Organized
 - c. Evaluated
 - d. Developed
 - e. Designed
 - f. Completed
 - g. Demonstrated
 - h. Identified
 - i. Created
 - j. Performed

Develop a Keyword Résumé

► Part One: Matching

Instructions: Match the term with the correct definition.

- a. chronological résumé
- b. functional résumé
- c. keywords
- d. résumé
- e. scannable résumé

- _____ 1. A brief account of a person's education, professional, or work experience and qualifications
- _____ 2. An account that is not targeted in a specific direction with a complete list of qualifications and work experiences
- _____ 3. An account that emphasizes the job seeker's skills and qualifications gained from work
- _____ 4. An account in a format that is able to electronically match an employer's needs with an applicant whose résumé fulfills those needs
- _____ 5. Verbage that is used to describe a person's experiences and to reflect the skills needed for a job

► Part Two: True/False

Instructions: Write *T* for true or *F* for false.

- _____ 1. A reference is a brief account of a person's education, professional, or work experience and qualifications, often submitted with an employment application.
- _____ 2. Keywords used in the extracurricular category of a résumé could be "volunteered" and "participated."



SAMPLE SCANNABLE RÉSUMÉ

Karen Johnson
5253 Henna Court
Oak Forest, IL 60452
708-555-5555
Kjohnson81@msnbc.com

OBJECTIVE: Office Manager

EMPLOYMENT HISTORY

October 20XX to present **Office Manager:** A-1 Supplies, Tinley Park, IL
Hired, trained, and supervised clerical employees. Managed annual budgets ranging from \$90,000 to \$250,000 for three organizations, including payroll; state and federal tax forms; payment of bills, budgeting, monthly, quarterly and yearly financial statement; computerized ledgers

May 19XX to 19XX **Secretary:** AAA Trucking, Orland Park, IL
Maintained inventory control and purchased supplies

June 19XX to 19XX **Columnist:** Crabapple Cove Daily, Tinley Park, IL
Wrote and edited copy for weekly and monthly publications

January 19XX to 19XX **Office Manager:** Honeycutt Auto, Chicago Heights, IL
Maintained inventory control and purchased supplies. Receptionist for front desk; provided customer service to clientele

EDUCATION

University of Minnesota, Minneapolis, MN
B.A., Business Administration, 19XX

ADDITIONAL SKILLS

15 years office management experience
Highly organized, efficient, dedicated
Excellent written and oral communication skills
Ability to prioritize multiple assignments and consistently meet deadlines
Microsoft XP, Word, Excel, PowerPoint, Access, Info Path, and Publisher
Typing speed 98 wpm
Ability to use various high-speed copy machines, calculators, fax machines, scanners
Filing, answering phones, ordering supplies, assisting clients

SAMPLE REVERSE CHRONOLOGICAL RÉSUMÉ

Andrew Coster

425 W. Jackson St.

Clinton, Illinois

309-454-0900

OBJECTIVE Microcomputer Applications Software Specialist

PROFILE

- Exceptional computer knowledge dealing with a wide array of computer programs including Microsoft Word, Excel, Access, PowerPoint, QuickBooks Pro, Lotus123, Microsoft Works, Corel WordPerfect, and Corel Quattro Pro
- Superior organizational skills, with great attention to detail
- Extraordinary telephone and data management skills
- Personable, resourceful, energetic, adaptable, and able to balance multiple responsibilities

EDUCATION

Heartland Community College

June 200X to present

Anticipate Associates in Applied Computer Science Degree May 20XX

GPA 3.5/4.0

EXPERIENCE

Tutor

June 200X to present

Heartland Community College, Normal, Illinois

Assist students with computer applications and navigation; provide tutoring to students who need help with homework and computer problems

Assistant to the Director

May 200X to November 200X

Internship with Department of Convention and Visitor's Bureau in Bloomington, Illinois; helped visitors learn more about the area; created many computer documents, including flyers, business forms, and brochures; gathered dates for upcoming events; assisted in Web site development

Quality Control Inspector

January 200X to May 200X

Illinois Graphics in Bloomington, Illinois

Inspected orders for quality control; collected daily statistics on quality of product; designed new paperwork log, thereby reducing log size by 50 percent

Sales Associate

March 19XX to May 19XX

Kmart in Bloomington, Illinois

Assisted customers in product selection, purchase, and return; cared for plants, bushes, and trees; handled greenhouse sales; designed displays; stocked inventory; monitored theft prevention

SAMPLE FUNCTIONAL RÉSUMÉ

Andrew Coster

425 W. Jackson St.

Clinton, Illinois

309-454-0900

OBJECTIVE Microcomputer Applications Software Specialist**PROFILE**

- Exceptional computer knowledge dealing with a wide array of computer programs including Microsoft Word, Excel, Access, PowerPoint, QuickBooks Pro, Lotus123, Microsoft Works, Corel WordPerfect, and Corel Quattro Pro
- Superior organizational skills, with great attention to detail
- Extraordinary telephone and data management skills
- Personable, resourceful, energetic, adaptable, and able to balance multiple responsibilities

PROFESSIONAL EXPERIENCE**Administrative**

- Oversaw all aspects of personnel and operations, including supervising three staff members
- Worked in conjunction with promotions department to develop ongoing marketing strategies to facilitate promotion of Bloomington to potential visitors

Organization

- Coordinated development and maintenance of software to manage weekly, monthly, and yearly reports
- Organized and compiled data to facilitate workshop development

Troubleshooting

- Demonstrated knowledge of problem-solving resolution skills
- Provided assistance in the development and maintenance of database applications

EMPLOYMENT HISTORY

Tutor January 2XXX to present
Heartland Community College, Normal, Illinois

Assistant to the Director May 2XXX to November 2XXX
Department of Convention and Visitor's Bureau in Bloomington, Illinois

Quality Control Inspector January 2XXX to April 2XXX
Illinois Graphics in Bloomington, Illinois

Sales Associate March 19XX to December 2XXX
Kmart in Bloomington, Illinois

EDUCATION

Heartland Community College; Normal, Illinois June 2003 to present
Anticipate Associates in Applied Computer Science Degree in May 20XX
GPA 3.5/4.0

SAMPLE FUNCTIONAL RÉSUMÉ: NEW HIGH SCHOOL GRADUATE

Colleen L. Fisk
27 Wall Street
Lincoln, NE 73042
421-763-0987

OBJECTIVE: Accounting Assistant Position

SUMMARY:

- Four years of experience in customer service
- Proficient in Microsoft Word, Excel, PowerPoint, and Access
- Excellent organizational and multitasking skills
- Able to enter alpha and numeric data with speed and accuracy

EDUCATION:

Associates Science Degree with Honors in Accounting 20XX

Lincoln Community College, Lincoln, Nebraska

Dean's List all semesters: GPA 3.4/4.0

Courses:

Accounting I & II

Intermediate Accounting I & II

Managerial Accounting

Computer-Assisted Accounting

Microcomputer Business Applications

Business Law I & II

Business Program Graduate

Washington High School, Small Town, Nebraska

EXPERIENCE:

Customer Service Representative / Teller 20XX to present

Thrifty Savings Bank, Lincoln, Nebraska

Produce Clerk 20XX to 20XX

Shop Quick, Lincoln, Nebraska

COMMUNITY SERVICE:

Parent Volunteer, Main Street School; Bridge Middle School, Lincoln, Nebraska

Volunteer Speaker, Junior Achievement, Small Town, Nebraska School System. Spoke to fifth graders about starting a business.

SAMPLE RÉSUMÉ CATEGORIES

25 E. Washington Street
Normal, IL 61761

(309) 123-4567
Barb12@yahoo.com

OBJECTIVE: Bookkeeping position in the banking industry utilizing my accounting and auditing background

SUMMARY OF QUALIFICATIONS

- Highly organized and experienced in bank reconciliation, accounts payable/receivable, and payroll
- Possess knowledge of MS Word, PowerPoint, Excel, Windows XP, Macintosh OS, Lotus 123, WordPerfect, and AS 400
- Proven to be dependable, self-motivated team member
- Skilled in completing tasks quickly and accurately

EXPERIENCE

Assistant Accountant July 2000 to August 2003

Accountemps; Peoria, Illinois

- Managed bank reconciliation of payroll accounts for salaried and non-salaried employees
- Tracked daily cash receipts, updated receivables log, and entered data via AS 400 system for month end reports
- Researched, compiled, and entered accounts payable invoices for audit

Shift Manager June 1999 to June 2000

Bagel's & More Restaurant; Bloomington, Illinois

- Performed wholesale inventory purchasing and stock level management
- Created employee efficiency/payroll expense analysis and productivity reports daily
- Supervised staff of five and gave evaluation recommendations to management

25 E. Washington Street
Normal, IL 61761

(309) 123-4567
Barb12@yahoo.com

OBJECTIVE: Bookkeeping position in the banking industry utilizing my accounting and auditing background

SUMMARY OF QUALIFICATIONS

- Highly organized and experienced in bank reconciliation, accounts payable/receivable, and payroll
- Possess knowledge of MS Word, PowerPoint, Excel, Windows XP, Macintosh OS, Lotus 123, WordPerfect, and AS 400
- Proven to be dependable, self-motivated team member
- Skilled in completing tasks quickly and accurately

EXPERIENCE

Assistant Accountant July 2000 to August 2003

Accountemps; Peoria, Illinois

- Managed bank reconciliation of payroll accounts for salaried and non-salaried employees
- Tracked daily cash receipts, updated receivables log, and entered data via AS 400 system for month end reports
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Shift Manager June 1999 to June 2000

Bagel's & More Restaurant; Bloomington, Illinois

- Performed wholesale inventory purchasing and stock level management
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- Supervised staff of five and gave evaluation recommendations to management

SOURCES FOR RÉSUMÉ KEYWORDS

◆ Résumés and Cover Letters

- http://www.jmu.edu/cap/résumés_cover/index.htm

◆ Résumé Keywords and Action Verbs

- http://www.résumé-help.org/résumé_action_words.htm

◆ Tapping the Power of Keywords to Enhance Your Résumé

- http://www.quintcareers.com/résumé_keywords.html

◆ What Are Résumé Keywords?

- <http://www.careerbuilder.com/Article/CB-464-Cover-Letters-and-résumés-What-are-résumé-Keywords/>



CREATING A SCANNABLE RÉSUMÉ

The best way to ensure your document is formatted properly is to contact the Human Resources Department for specific guidelines. Some companies have detailed instructions on their Web sites. Following are some general tips for optimal scannability.

- ◆ Make sure no characters touch each other.
- ◆ Choose a common, non-decorative san serif font (e.g., Arial).
- ◆ The font size should be between 10 and 14 points.
- ◆ Add a space in between slashes so they do not touch the letters (e.g., IT / IS).
- ◆ Use keywords throughout so your résumé will be found in a database search.



- ◆ Your name and address should be on the top of each page on its own line.
- ◆ Use well-known major headings (e.g., Career Objective, Education, and Experience).
- ◆ Use boldface and/or all capital letters for section headings.
- ◆ Use a laser-printed original or a high-quality photocopy.
- ◆ Print it on plain, white paper.
- ◆ Avoid the use of the ampersand, percent signs, and foreign characters.
- ◆ Avoid the use of columns, vertical/horizontal lines and boxes, and page or section borders.
- ◆ Avoid stray marks, graphics, bullets, dashes, italics, highlighting, shading, shadows, or underlining.

To maximize the computer's ability to read your resume, provide the cleanest original. Also, use a standard résumé style. It is generally best to list and describe up to four jobs in order by date, with the most current employment listed first.

If it is formatted like a newsletter, the computer will have problems identifying information. Strange fonts, dark paper, and odd spacing can also cause issues.

ENHANCING YOUR SCANNABLE RÉSUMÉ

- ◆ Describe your experience with concrete words rather than vague descriptions.
- ◆ Be concise and truthful.
- ◆ Use two pages, if necessary.
- ◆ Use jargon and acronyms specific to your industry.
- ◆ Include specifics, such as the names of software you use.
- ◆ Use common headings.
- ◆ Use complete school name, degree, and dates.
- ◆ Use complete job information and dates.



RÉSUMÉ WORKSHEET TIPS

CAREER OBJECTIVE

In this section, be specific regarding the type of position you are seeking. Avoid general statements, such as: To gain a position that will further expand my knowledge in the field of computer technology. Examples of appropriate objectives are:

- ◆ A management position in the banking industry.
- ◆ A project development position in the insurance industry in the Chicago area.
- ◆ A position as an Electronics Technician in Portland, Oregon area.

SKILLS AND QUALIFICATIONS SUMMARY

List three to five bulleted statements highlighting your best skills or qualities. The summary should provide support for your objective. It tells the employer why you are qualified for the position you seek and gives the reader a reason to continue reading.

EDUCATION

List the educational institutions where you have or are currently attending, the dates, and the degree(s) you have earned. If you have taken courses that pertain to your objective, list those courses here.

WORK EXPERIENCE

Begin listing your most recent employment/job first (reverse chronological order). As you list your responsibilities and accomplishments, use action verbs. Quantify them when it is possible. Keep in mind the transferable skills that fit with your current objective.

VOLUNTEER EXPERIENCE / COMMUNITY INVOLVEMENT / INTERESTS

Community involvement and personal interests may fit in with your objective. List those that are applicable in reverse chronological order.

MEMBERSHIP / ACCOMPLISHMENTS / AWARDS

Again, list those that are applicable in reverse chronological order.

ADDITIONAL SKILLS

List computer, language, and additional skills that may be applicable.

REFERENCES

References should always be typed on a separate page.

RÉSUMÉ WORKSHEET

Name
Address
City, State, Zip
Phone
Email

Career Objective:

Strengths / Skills / Qualifications (three to five):

Education: (most recent first)

School:

City, State:

Dates attended:

Degree or certificate earned or being pursued:

Coursework emphasis:

Work Experience: (most recent first)

Company:

City, State:

Dates:

Job title:

Responsibilities:

Company:

City, State:

Dates:

Job title:

Responsibilities:

Company:

City, State:

Dates:

Job title:

Responsibilities:

Volunteer Experience / Community Involvement:

Organization:
City, State:
Dates:
Job Title:
Responsibilities:

Memberships / Accomplishments / Awards:

Additional Skills: (computer, office equipment, foreign language, etc.)

References:

Name:
Job title:
Company:
Address:
City, State, Zip:
Phone:

Name:
Job title:
Company:
Address:
City, State, Zip:
Phone:

Name:
Job title:
Company:
Address:
City, State, Zip:
Phone:

ACTION WORDS

accelerated	clarified	demonstrated	executed
accomplished	classified	derived	exhibited
achieved	coached	designed	expanded
acted	collected	determined	expedited
adapted	compiled	developed	explained
added	completed	devised	expressed
addressed	composed	directed	extracted
administered	computed	dispatched	fabricated
advanced	conceived	dispensed	facilitated
advised	conceptualized	displayed	familiarized
allocated	conducted	distinguished	fashioned
analyzed	conferred	distributed	focused
appraised	confronted	diversified	forecasted
arranged	consolidated	doubled	formulated
assembled	constructed	drafted	founded
assigned	contracted	dramatized	gained
assisted	contributed	earned	generated
attained	controlled	edited	guided
audited	converted	educated	halved
authored	coordinated	effected	handled
automated	corresponded	eliminated	identified
balanced	counseled	enabled	illustrated
broadened	created	encouraged	imagined
budgeted	critiqued	engineered	implemented
built	cut	enlisted	improved
calculated	decided	established	increased
catalogued	decreased	estimated	indoctrinated
chaired	delegated	evaluated	influenced
changed	delivered	examined	informed

initiated	performed	represented	stretched
innovated	persuaded	researched	structured
inspected	pinpointed	resolved	succeeded
installed	planned	restored	summarized
instituted	predicted	restructured	supervised
instructed	prepared	retrieved	surveyed
integrated	presented	revamped	systemized
interpreted	prioritized	reversed	tabulated
interviewed	processed	reviewed	taught
introduced	produced	revised	tested
invented	programmed	revitalized	traced
investigated	projected	saved	tracked
launched	promoted	scheduled	trained
lectured	proposed	screened	transferred
led	provided	selected	transformed
located	publicized	served	translated
made	published	serviced	traveled
maintained	purchased	shaped	trimmed
managed	raised	simplified	turned
marketed	realized	sketched	uncovered
measured	recommended	sold	unified
mediated	reconciled	solidified	updated
moderated	recorded	solved	upgraded
monitored	recruited	sparked	utilized
motivated	redesigned	specified	validated
narrated	reduced	spoke	verified
negotiated	referred	staffed	visualized
operated	regulated	started	welcomed
organized	rehabilitated	stimulated	widened
originated	reinforced	strategized	worked
overhauled	remodeled	streamlined	wrote
oversaw	reorganized	strengthened	
participated	repaired	stressed	

RÉSUMÉ CHECKLIST

- One page only, unless you have significant experience to warrant additional pages
- If a second page is needed, the top of page two includes name and text begins with a new entry
- Times New Roman or other Serif font, 10 point to 12 point
- No more than two font types used
- Quality bond paper, 8 by 11 inches
- Contact information, including email address is clearly listed
- Objective is focused and stated clearly
- Three to five top skills supporting the objective are listed and emphasized with bullets
- List GPA if over 3.0



- Most notable accomplishments are listed in experience section, described using action verbs and quantified when possible
- Organized with most relevant categories listed first and irrelevant information eliminated
- Industry buzzwords or keywords are included
- Indentations and bullets are uniform and are used to add emphasis and visual appeal
- No personal data
- No potentially discriminatory data (e.g., sex, marital status, or age)
- No use of the personal pronoun “I”
- Overall appearance looks neat, clean, and professional with adequate white space
- Checked twice for errors and read aloud
- Resume checked by at least one other person
- Does it tell the reader what kind of position the applicant is seeking and why he or she is worth a closer look?

Write a Scannable Résumé

Purpose

The purpose of this activity is to create a usable scannable résumé.

Objectives

1. Identify and describe résumé categories.
2. Gather information, outline, and create a résumé on the computer.
3. Choose key action words for your résumé.
4. Use a résumé checklist to ensure that the required information is included.

Materials

- ◆ VM-G
- ◆ VM-H
- ◆ VM-J
- ◆ VM-K
- ◆ VM-L
- ◆ writing utensil
- ◆ computer with word processing software
- ◆ printer
- ◆ flash drive



Procedure

1. Review the résumé handouts.
2. Read VM–G and VM–H carefully.
3. Complete VM–J in preparation for keyboarding the résumé. For this task, use VM–K as a resource.
4. Keyboard your résumé using the worksheets for guidance.
5. Proofread your résumé.
6. Review your résumé for completeness by using VM–L.
7. Ask another student to review your résumé for errors or omissions.
8. Save the file to your flash drive.
9. Print your résumé and give it to your instructor.

Write a Hand-Delivered or Mailed Résumé

Purpose

The purpose of this activity is to create a usable résumé to be hand-delivered or mailed.

Objectives

1. Identify and describe résumé categories.
2. Gather information, outline, and create a résumé on the computer.
3. Choose key action words for your résumé.
4. Use a résumé checklist to ensure that required information is included.

Materials

- ◆ VM-I
- ◆ VM-J
- ◆ VM-K
- ◆ VM-L
- ◆ writing utensil
- ◆ computer with word processing software
- ◆ printer
- ◆ flash drive



Procedure

1. Review the résumé handouts.
2. Read VM–I.
3. Complete VM–J in preparation for keyboarding the résumé. For this task, use VM–K as a resource.
4. Keyboard your résumé using the visual masters for guidance.
5. Proofread your résumé.
6. Review your résumé for completeness by using VM–L.
7. Ask another student to review your résumé for errors or omissions.
8. Save the file to your flash drive.
9. Print your résumé and give it to your instructor.