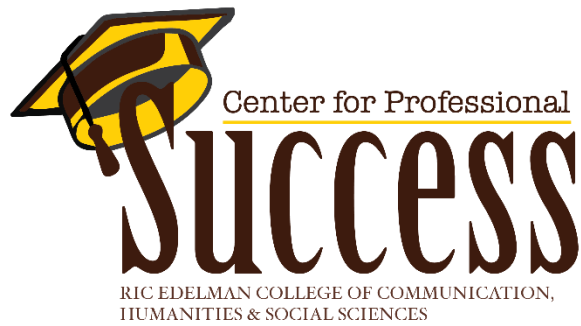




Rowan University

Ric Edelman College of Communication, Humanities & Social Sciences
[Center for Professional Success](#)

Resume Best Practices & Resources Toolkit

Please schedule a resume critique appointment with the Center for Professional Success by searching “Center for Professional Success” through the [Rowan Success Network](#) (RSN).

Expectations for a Resume

An applicant's resume represents their personal and professional brand. As such, this marketing tool includes a roadmap to an individual's education, soft and hard competencies, academic projects, and employment experiences. Outlining this information in a clear, concise, and persuasive format allows employers to understand what value an applicant can add to their organization.

Identify Transferable Skills & Professional Achievements:

- It is vital to recognize previous volunteer and professional experiences to showcase how these opportunities can provide transferable competencies for students' future careers. These experiences can include volunteer work, internships, part-time and summer jobs, extracurricular activities, leadership programs, and course projects when establishing a resume.
- Identify specific achievements and aptitudes that were gained from these experiences.

Research Desired Roles & Employment Industries:

An applicant can also use their resume as a baseline to compare their current experiences to their positions of interest. For example, there are specific questions you can use to understand this information. These questions include:

- What and how much experience do you have in reference to your desired role?
- What are the top three responsibilities of your desired position?
- What skills are you currently lacking?

All these questions must be answered before a resume is finalized.

Choosing a Resume Format:

- Functional – This format is primarily used by professionals with over ten years of career experience and those who have gaps from being in between jobs. Resumes of this style highlight functional skills compared to a strict chronological order.
- Reverse Chronological – This format is highly recommended for most undergraduate students and entry-level job seekers. In this format, an applicant's information is listed from most recent to least recent and is beneficial for applicants who have not developed a significant amount of employment experience.
- Combination – This hybrid orientation incorporates components of the reverse chronological and functional formats. Specifically, this format emphasizes individual competencies and places less emphasis on an applicant's employment history.

All of these resume formats highlight and minimize specific information. In this regard, a resume format must be selected based on where an applicant currently is in their career and needs to be continually evaluated. The resume format an individual starts their career with will not be the same format for their retirement.

Structure of a Resume

Each resume section will be based on an applicant's current background and experience. As such, while no two resumes will never truly be the same, there is a baseline of expectations to what should be included. For instance, these expectations include an applicant's:

- Contact information (Name, address, phone number, and email address).
- Summary of Qualification (optional): Three bullet points that summarize and highlight the applicant's current experience, and reflects their specific positions of interest.
- Education: Information regarding an applicant's current/future academic achievement.
- Professional Experience: An outline of previous part-time, full-time, and internship opportunities that the applicant completed.
- Optional Sections: Summary of qualifications, technical skills, relevant course projects, leadership, related courses, as well as awards and honors.

Additionally, all resumes must exist within a standardized framework regarding their format. These practices would be the same for functional, reverse chronological, and combination resume formats. Specific concepts that must be included in the format include:

- Plain font with straight lines, such as Ariel, Calibri, Cambria or Times Roman.
- Font size of 11 - 14 points depending upon user's content area.
- No italics, shading, parentheses, brackets, or underlining.
- One-inch margins on the top and bottom, as well as left and right sides of the document.
- Only be one page.
- The bolding of specific information can be acceptable depending on the content.

Specific Concepts for Resumes:

- Education Section: Job applicants should only list institutions they are expected to graduate from or have graduated from in their education section. Job applicants that are expected to graduate or have graduated with their associate's and bachelor's degree can list these institutions on their resume. However, job applicants would not list any institution they only received academic credits from and not a degree.
- Resume Length: Each applicant's overall level of experience will determine the length of their resume. For example, it is recommended that freshman, sophomore, and junior level students have a one-page resume, but senior and graduate-level students can have a two-page resume. However, having a two-page resume must be an all-or-nothing concept. If a job applicant does not have enough space to fill in the entirety of their second page, then it is recommended that they delete information to have a full one-page resume. Having a large quantity of not used and white space is detrimental to an applicant's hiring capability.
- Resume Color: In the vast majority of instances, there should not be any color present on a job applicant's resume. All resumes should be in a black font color unless the applicant has a specific type of major (Advertising, Art, Dance, Public Relations, or Theater.).

Please review the template below regarding what information is expected to be in a resume:

Name

Address | City, State Zip

Phone Number | Email

SUMMARY OF QUALIFICATION

- List at least three bullet points that summarizes and highlights the applicant's current experience and is reflective to the desired position of interest.

EDUCATION

Bachelor of (Insert Science or Arts), (Insert Specific Major)

Rowan University, Glassboro, NJ

Anticipated Month Year of Graduation

Current GPA: (Only list if above 3.00)

TECHNICAL SKILLS (Optional)

Languages: List languages such as Java, C, C++, MatLab, etc.

Operating Systems: List systems such as Unix, Sun Solars, MacOS, etc.

Software: List software such as Eclipse, Adobe Photoshop, Minitab.

RELEVANT COURSE PROJECTS (Optional)

- Explanation of projects the student completed that are relevant to the applicant's specific position of interest. Be sure to include technical and non-technical skills that were used in the completion of the project.
- Example of a non-technical bullet: "Supervised a group project that concentrated on the branding of a specific company. Analyzing the general and task setting of this organization allowed our group to develop a new marketing and branding campaign for this employer."

AWARDS & HONORS (Optional)

- List any honors or awards the student received throughout their undergraduate and graduate academic career.

PROFESSIONAL EXPERIENCE

Job Title

Start Month Year – End Month Year

Company/Organization, City, State

- Each bullet point must provide an explanation of duties, highlight the applicants' role in the organization, as well as quantify (exact numbers or percent figures) what the employee accomplished.
- Action verbs should be used at the beginning of each statement.

CAMPUS & VOLUNTEER INVOLVEMENT

Position Title

Start Month Year – End Month Year

Student Organization/Association/Team/Club, City, State

- Each bullet point must provide an explanation of duties, highlight the applicants' role in the organization, as well as quantify (exact numbers or percent figures) what the employee accomplished.
- Action verbs should be used at the beginning of each statement.

Resume Example 1

RASUL WILLIAMS

3982 Spring Road
Brattleboro, DE 94837
856-562-8501
williamsrqz2702@students.rowan.edu

SUMMARY OF QUALIFICATIONS

- Over one year of transferable student engagement experience within the education setting.
- Outstanding research and information management capabilities.
- Excellent interpersonal and communication skills and a demonstrated ability to work in both an individual and team environment.

EDUCATION & CERTIFICATION

Bachelor of Arts, Sociology
Minor, International Studies
Rowan University, Glassboro, NJ

Conferred December 2018
Current GPA: 3.71

Youth Mental Health First Aid Certification, USA Mental Health First Aid

November 2018

PROFESSIONAL EXPERIENCE

Social Worker Intern

January 2018 - January 2019

The Family Success Center, Clayton, NJ

- Facilitated individual and group counseling sessions focused on enhancing students' academic, personal, and social development.
- Collaborated with parents, teachers, and administrators to develop and implement interventions on behalf of students.
- Facilitated external office referrals and assist caregivers to navigate the utilization of appropriate services.
- Maintained data management practices by actively recording client notes and interactions.
- Created and facilitated a Gay-Straight Alliance club that met on a weekly after-school basis.
- Developed and implemented professional development training for educational staff and parents, as needed.

PROS

October 2016 - December 2017

Rowan University, Glassboro, NJ

- Responsible for supervising and directing over 30 incoming first-year students or transfer students throughout their two-day orientation experience.
- Assisted incoming students to become acclimated to the Rowan University campus by answering potential questions, facilitating group presentations, and by assisting students become involved on-campus.

LEADERSHIP

Bronze & Silver Leadership Certificate

September 2015 - May 2017

Leadership Rowan, Rowan University, Glassboro, NJ

- Completed two years of leadership trainings that involved completing over 20 leadership events and completing reflection assignments to learn both individual and group values of leadership.

PROFESSIONAL DEVELOPMENT

Legal and Ethical Issues in Behavioral Health in New Jersey, PESI

December 2017

Trauma Recovery for Children & Adolescents Seminar, PESI

October 2017

Resume Example 2

MIA CATERINA

482 Hammer Lane
Springfield, New Jersey 08257
609-852-7920
Caterinamzw54226@ students.rowan.edu

EDUCATION

Bachelor of Arts, History

Minors, Economics

Certificate of Undergraduate Studies, Computer Science

Rowan University, Glassboro, NJ

Expected June 2021

Current GPA: 3.70

HONORS

Awarded the Mentee of the Year Award 2018 - 2019, Dr. Harvey Flack Mentoring Program May 2020

Awarded the Networking Award 2018 - 2019, Phi Alpha Theta Honor Society May 2020

TECHNICAL SKILLS

- Database Training: Historical Society of Pennsylvania, Library of Congress, and the Harvard University Project archive.
- Programming Languages: Python, C++, Java, and HTML.
- Modeling & 3D Printing: Autodesk programs (Inventor, Revit, Maya, Blender), CAD, Sketch Up, and Photoshop.

PUBLICATIONS

- The Civil War Command Structure of Drafted Troops, Historical Society of Pennsylvania, May 2019
- The Economic Repercussions of Sherman's March to the Sea, Historical Society of Pennsylvania, May 2019

PROFESSIONAL EXPERIENCE

Assistant Manager

March 2019 - Present

Applebee's Grill + Bar, Clayton, NJ

- Responsible for training and providing feedback to all new employees during the first 60 days of their employment.
- Supervise, create a weekly schedule, and facilitate performance reviews to a staff of over 10 Hostesses and Waiters.
- Increased sales by 10% during the first 2019 business quarter (January - March) by reorganizing employees work schedule, and by introducing a social media campaign to increase awareness of stores specialty events.
- Created a customer service team that comprised of both employees and managers to identify present concerns within the store, outline potential interventions, and establish standards operating procedures for all employees.

Historian Intern

January 2020 - April 2020

Historical Society of New Jersey, Newark, NJ

- Researched historical landmarks and events through available archives, and created two published articles that demonstrated present contemporary issues and highlighted the universal importance of studying history.
- Assisted with the database management of over 2,000 artifacts through following institutional removal and return policies.

Enhancing Your Resume

- **Keywords:** Keywords are phrases or buzz words listed within an essential job duties sheet or that are common within an industry. Strategically using keywords conveys desired qualities that reflect employers hiring needs. These keywords can include topics such as employment responsibilities, professional development certifications, and technical skills.
- **Using Keywords:** Keywords should be seamlessly intertwined within the statements of a resume. These sentences should have a natural flow and should not feel manufactured or awkward. To identify what keywords are highlighted in a job description or posting, it can be beneficial to utilize Text Analyzer websites. Text Analyzer websites (<https://www.visualthesaurus.com/vocabgrabber/> & <https://www.online-utility.org/text/analyzer.jsp>) are helpful tools to assist applicants visualize information of importance within a job description. These websites allow users to copy and paste text from a Microsoft Word, PDF, or from the internet and will highlight what words, phrases, or statements are most relevant within the submitted information. Utilizing this tool can assist users in identifying specific keywords that are appropriate for their potential position of interest. Having this information is a distinct advantage when applicants create their own resume, cover letter, and thank you notes.

Action Words: Action words are used to convey purposeful activity and are most effective at the beginning of each bulleted statement. Utilizing these words will assist the reader to understand an applicant's overall experience and convey confidence with each bullet point.

Action Words: Communication & People Skills	Interacted	Action Words: Creative Skills	Revised	Reduced	Motivated
Addressed	Interpreted	Acted	Revitalized	Researched	Prevented
Advertised	Interviewed	Adapted	Shaped	Retrieved	Provided
Arbitrated	Involved	Began	Solved	Slashed	Referred
Arranged	Joined	Combined	Action Words: Data & Financial Skills	Sliced	Rehabilitated
Articulated	Judged	Composed	Administered	Action Words: Helping Skills	Represented
Authored	Lectured	Conceptualized	Adjusted	Adapted	Resolved
Clarified	Listened	Condensed	Allocated	Advocated	Simplified
Collaborated	Marketed	Created	Analyzed	Aided	Supplied
Communicated	Mediated	Customized	Appraised	Answered	Supported
Composed	Moderated	Designed	Assessed	Arranged	Volunteered
Condensed	Negotiated	Developed	Audited	Assessed	Motivated
Conferred	Observed	Directed	Balanced	Assisted	Prevented
Consulted	Outlined	Displayed	Budgeted	Clarified	Provided
Contacted	Participated	Drew	Calculated	Coached	Referred
Conveyed	Persuaded	Entertained	Computed	Collaborated	Rehabilitated
Convinced	Presented	Established	Conserved	Contributed	Represented
Corresponded	Promoted	Fashioned	Corrected	Cooperated	Resolved
Debated	Proposed	Formulated	Determined	Counseled	Simplified
Defined	Publicized	Founded	Developed	Demonstrated	Supplied

Developed	Reconciled	Illustrated	Estimated	Diagnosed	Supported
Directed	Recruited	Initiated	Forecasted	Educated	Action Words: Leadership Skills
Discussed	Referred	Instituted	Managed	Encouraged	Administered
Drafted	Reinforced	Integrated	Marketed	Ensured	Analyzed
Edited	Reported	Introduced	Measured	Expedited	Appointed
Elicited	Resolved	Invented	Netted	Facilitated	Approved
Enlisted	Responded	Modeled	Planned	Familiarized	Assigned
Explained	Solicited	Modified	Prepared	Furthered	Attained
Expressed	Specified	Originated	Programmed	Guided	Authorized
Formulated	Spoke	Performed	Projected	Helped	Chaired
Furnished	Suggested	Photographed	Qualified	Insured	Considered
Incorporated	Summarized	Planned	Reconciled	Intervened	Consolidated

Action Words: Management & Leadership Skills	Managed	Charted	Reviewed	Formulated	Critiqued
Contracted	Merged	Classified	Routed	Gathered	Developed
Controlled	Motivated	Coded	Scheduled	Inspected	Enabled
Converted	Navigated	Collected	Screened	Interviewed	Encouraged
Coordinated	Organized	Compiled	Submitted	Invented	Evaluated
Decided	Originated	Corrected	Supplied	Investigated	Explained
Delegated	Overhauled	Corresponded	Standardized	Located	Facilitated
Developed	Oversaw	Distributed	Systematized	Measured	Focused
Directed	Planned	Executed	Updated	Organized	Guided
Eliminated	Presided	Filed	Validated	Researched	Individualized
Emphasized	Prioritized	Generated	Verified	Reviewed	Informed
Enforced	Produced	Incorporated	Action Words: Research Skills	Searched	Instilled
Enhanced	Recommended	Inspected	Analyzed	Solved	Instructed
Established	Restored	Logged	Clarified	Summarized	Motivated
Executed	Reviewed	Maintained	Collected	Surveyed	Persuaded
Generated	Scheduled	Monitored	Compared	Systematized	Simulated
Handled	Secured	Obtained	Conducted	Test	Stimulated
Headed	Selected	Operated	Critiqued	Tested	Taught
Hosted	Streamlined	Ordered	Detected	Action Words: Teaching Skills	Tested
Improved	Strengthened	Organized	Determined	Adapted	Trained
Incorporated	Supervised	Prepared	Diagnosed	Advised	Transmitted
Increased	Terminated	Processed	Evaluated	Clarified	Tutored
Initiated	Action Words: Organizational Skills	Provided	Examined	Coached	Action Words: Technical
Inspected	Approved	Purchased	Experimented	Communicated	Adapted
Instituted	Arranged	Recorded	Explored	Conducted	Assembled
Led	Catalogued	Registered	Extracted	Coordinated	Built

Utilizing Accomplishment Statements

Two vital aspects of an effective accomplishment statement include actions and results. Actions involve articulating the specific measures the applicant took to solve an issue. These statements can be used in conjunction with action words and illustrate transferable skills and keywords from each particular industry. Conversely, results should detail the quantifiable outcomes from an applicant's actions. Quantifiable concepts include using percentages, dollar amounts, or volume of units to depict measurable outcomes.

Job applicants need to unpack all of their bullet points by quantifying and qualifying their experiences. Quantifying bullet points involves incorporating numbers and percentage figures into all statements. Conversely, qualifying bullet points involves explaining the experiences in a way for anyone to understand the extent of their expertise. Please review the examples below regarding statements that have been quantified and qualified to three different degrees:

- Decent: Responsible for training new store employees.
- Average: Facilitated 15 individual training sessions for new employees.
- Excellent: Reduced new employee injuries by 20% in a 12 month period by conducting 15 training and onboarding sessions concentrated on reinforcing employee safety practices.

Even though not all statements will be able to be quantified and qualified, this is an effective strategy to be used in all resumes.

The PAR Approach

The Problem, Action, & Result/Benefit (PAR) approach is a structure that can help applicants highlight transferable skills, accomplishment statements, and keywords to highlight their achievements.

Problem: What was the concern or issue that you or your employer faced? For instance, “Assisted in proactively identifying and solving customer complaints to address a 10% reduction in business and a 20% increase in unresolved customer complaints.”

Action: What actions did you or your team take to address the previously established problem? It is encouraged to use action verbs to describe the steps taken to alleviate the concern. For example, “Designed, facilitated, and supervised an efficient data tracking system for over 1,500 clients using Microsoft Excel.”

Results: What were the positive outcomes from your specific interventions? In this explanation, it is essential to quantify and describe any of the attained benefits. As an illustration, “Increased client involvement by 35% within a year via targeted outreach to specific student groups.” or “Reduced customer complaints by 15% and only 5% of inquiries were left outstanding after 40 days.”

Professional References

Regardless of the position (internship, part-time or full-time), industry (business, education, engineering, etc.), or size of an organization (small, middle, or large), all job applications will require the applicant to submit at least three to four professional references. Professional references are used to provide additional information about new potential new hires.

Additionally, they are also utilized by employers to attain information that is not listed in an applicant's resume, cover letter, or application. While each professional reference will be based on the individual applicant (student's major, industry of interest, etc.), there are best practices that should be included. For example, these can include:

- Utilizing a diverse array of references. Specifically, having one reference from an academic or student affairs professional (Assistant Professor, Academic Advisor, Career Counselor, etc.), listing a previous or current supervisor, and a representative from extracurricular activities or leadership roles (Club Adviser, Coach, etc.) can showcase a well-rounded applicant.
- Changing professional references based on the job title an applicant is pursuing. For example, if a student is a dual major in accounting and finance, they would not use the same references for their accounting and finance applications. Each reference should be selected based on the essential job functions of the 'applicants' desired role and the relevance of that reference towards each particular position.
- Create a reference page that is on a separate document to the applicants' resumes and cover letters. Utilizing this orientation will allow the applicant to upload their reference page if needed or input the necessary references into their application.
- All reference pages should be submitted in a PDF format.
- Proactively inform an applicant's professional references if they are selected for an interview, and email all submitted references the most up-to-date version of an applicant's resume. Completing these steps will allow the applicant's references to prepare for a potential phone call, as well as to use the applicant's resume for discussion points with potential employers.
- Being mindful that all feedback will be taken into consideration by the employer. Equally important, concepts that employers will be wary of include inconsistencies between references and references refusing to answer questions asked by potential employers. It is also important to consider that not providing any feedback is equally detrimental, as if the reference provides negative feedback.
- Refraining from using personal contacts (close friends, family members, etc.) as professional references. Utilizing these individuals can signify that the applicant has a lack of professional experience.

Please review the reference page below of a Rowan University Student:

PAUL SOLO

9601 Apple Street, Maple, Massachusetts 85937
851-748-2480
paul.solo42@gmail.com

REFERENCES

Dr. Félix Rodriguez

Assistant Professor
Rowan University
Phone: (856) 851-8548
Email: frodriguez@rowan.edu

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