



GUIDE TO MAKING YOUR RESUME SPEAK FOR YOU



START A LIST

Start a document to fill with everything you've done. Think about jobs, internships, work crews, community engagement, awards, projects, and research. Write special skills to include as well.

CONSTRUCT POINTS

Describe the experiences on your list. Use action verbs (developed, implemented) and expressive adjectives (cooperative, purposeful) to talk about what you did.



CATEGORIZE

Organize your bullet points in ways that work for you. It may be best for you to have a broad "related experience" section. Don't put general skills - incorporate those into your descriptions.



DETERMINE FOCUS

What position are you applying for? Narrow down your bullet points by choosing the most relevant experiences that fit the description of the job. Use wording they use!



WRITE A DRAFT

Choose a resume type (chronological, functional, science, art) and write several drafts. Organize all your achievements into categories and DON'T use a template.

FORMAT & CHECK

Keep it short, neat, and easy to skim. Make sure font, lines, bold & italic lettering are consistent. Have someone at the CIAC proofread your document.



About Resumes

The purpose of a resume is for you to get an interview, not the job. Your resume should provide a glimpse of your skills, education, and experience in order to intrigue the reader. It should be tailored to each specific job for which you apply.

Readers generally spend about 10-15 seconds reading a resume before they move on - this means that you should front-load the resume with important information. Include your most relevant experiences in the top third of the resume.

The Experience section should include a job title, organization or crew name, location (city, state), and dates of employment (month or season, year). In your 2-5 bullet points, use action verbs to speak about your duties (ex: "organized" instead of "responsibilities included organizing"). Use present tense for ongoing experiences and past for prior ones. Try not to use "crew" since it may not translate well to readers outside WWC.

Want feedback on your resume? Schedule an appointment with a Peer Career Coach or staff member in the CIAC.

In terms of formatting, keep it to 1-2 pages. Balance your use of white space. Use fonts between 10-12 pt. (except for your name which should be bigger). Try to use common fonts like Times New Roman, Garamond, Arial, or Verdana. List entries in reverse chronological order for education, and most relevant for experience. Don't include high school experience after first year.

Think about what you did, how you did it, and the impact it had. A big thing employers look for is transferable skills, so even if you think something doesn't apply to a job you're considering, it might with the right description!

You can schedule an individual appointment on myWWC under the Career Development tab in Applied Learning, or just walk in and talk to us. You can also use myWWC to find more resources and tips on resumes. We are always here to help you think about how you can use your Wilson experience to earn a job or internship (even after you graduate)!

First and Last Name

Phone number (including area code) | professional or school email address

EDUCATION

Warren Wilson College – Asheville, NC

May 2018

Bachelor of Arts (or Science) in (Major), minors

□ Any academic awards or scholarships—Dean’s List, Community Engagement Award, etc.

Kansai Gaidai University Hirakata, Osaka Prefecture, Japan

Spring 2016

Off-Campus Study

Awards or scholarships, if applicable

Responsibilities/skills gained through internship or other off-campus study experiences

RELEVANT EXPERIENCE (can include paid and unpaid experiences)

Position Title

Dates of Employment (Month Year—Month Year, or season)

Company Name, Location

- Using action verbs and examples, describe skills you obtained, as well as specific accomplishments.
- Describe your leadership roles or how you contributed to your work team.
- If possible, give examples of the results or products of your work.
- Think in terms of skills you gained that would benefit the company, such as “thrived in high pressure, fast paced work environment” or “provided excellent customer service to diverse populations.”
- Ensure that the experiences you include are related to the positions for which you are applying.

Peer Career Coach (Example)

August 2015—Present

Warren Wilson College – Asheville, NC

- Assist students with resumes and cover letters during drop-in hours
- Organize and manage department events
- Provide feedback to improve department functions
- Manage time to efficiently complete tasks

Be concise! Resumes should be just one page long.
Include only your most relevant experience.

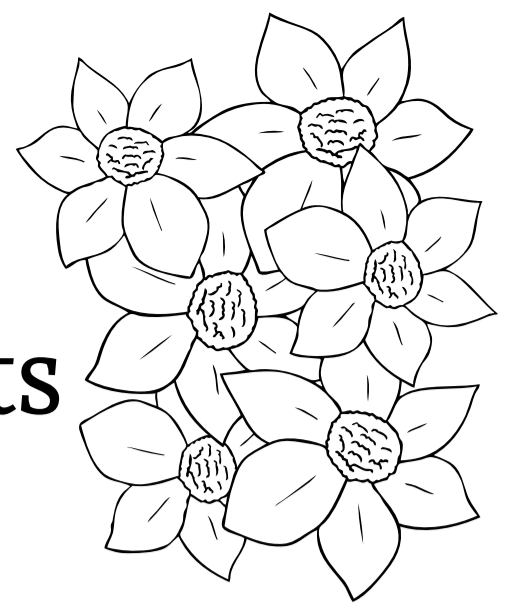
SKILLS

- Include relevant computer skills, technical skills, or lab techniques. (Microsoft Word, Excel, Power Point, SPSS, GIS, etc.)
- If you speak multiple languages, include all languages spoken and proficiency level (basic, conversational, proficient).
- Include any other skills or certifications that are applicable to the position. Check the job description to see what the employer wants!
- Do NOT include general skills such as organizational or communication skills. These should be reflected in your descriptions of your experiences.

OTHER POSSIBLE SECTIONS (Use if applicable)

- Tailor your headings to work for you! You do not always need to use the headings listed here
- Examples: International Experience, Professional Affiliations, Conference Presentations, Technical Skills, Laboratory Skills, etc.
- Be creative with the sections to show that you are the most qualified candidate for the job!

Action Verbs for Describing Your Achievements



Administration/Leadership

Administered
Arranged
Authorized
Coordinated
Delegated
Demonstrated
Determined
Directed
Employed
Established
Executed
Facilitated
Managed
Trained

Communication

Appraised
Communicated
Convinced
Debated
Encouraged
Greeted
Interviewed
Persuaded
Presented
Promoted
Recommended
Revealed
Reviewed

Creative

Authored
Combined
Created
Critiqued
Designed
Developed
Improved
Innovated
Launched
Maximized
Performed
Produced
Renovated
Transformed

Financial

Budgeted
Calculated
Counted
Estimated
Evaluated
Grossed
Insured
Profited
Purchased

Helping

Accounted for
Adjusted
Advised
Assisted
Delivered
Ensured
Expanded
Guided
Introduced
Rescued
Served

Research

Analyzed
Discovered
Gathered
Inspected
Investigated
Observed
Reported
Researched
Uncovered
Unearthed
Traveled

Teaching/Counseling

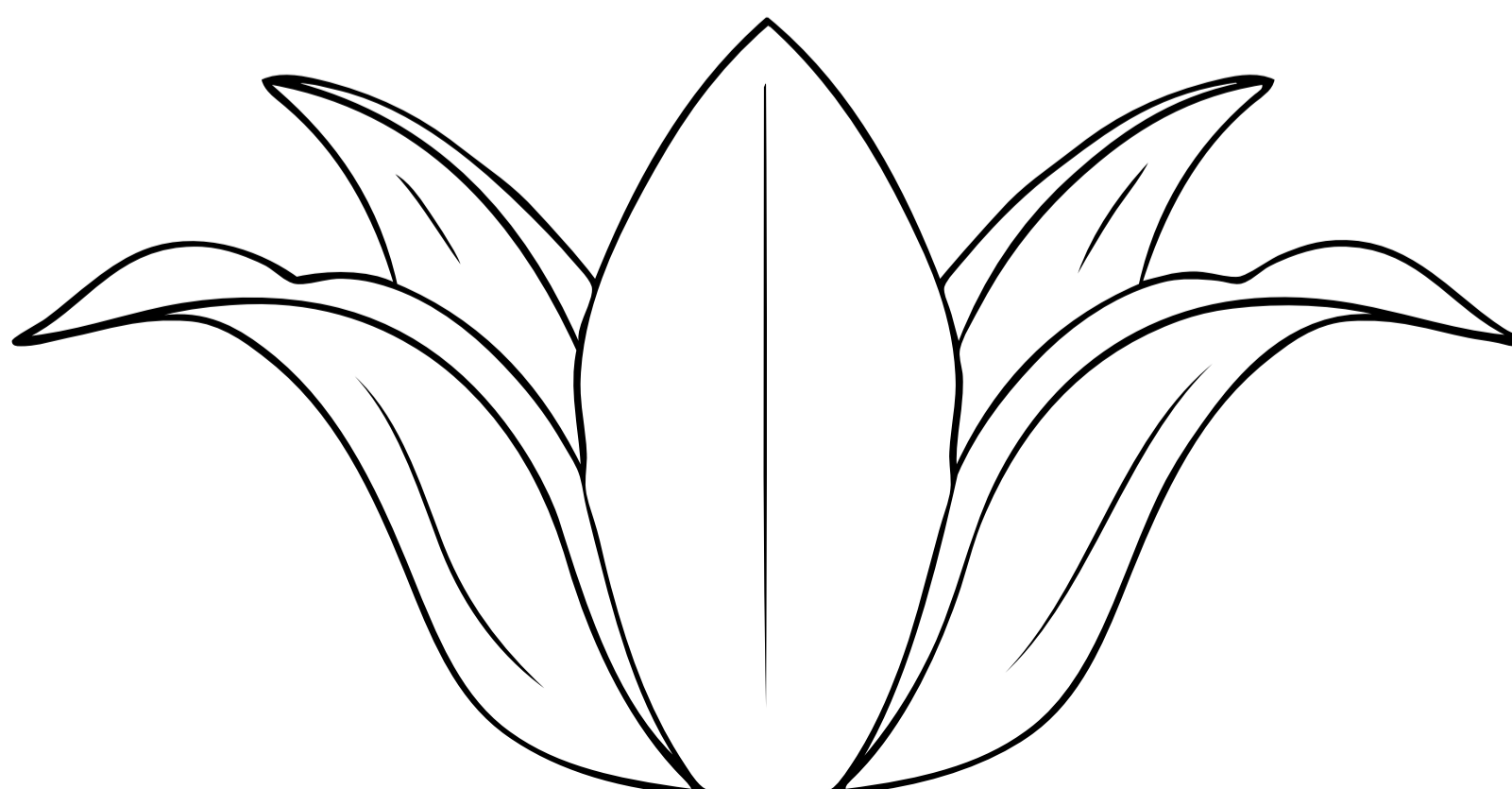
Assessed
Counseled
Educated
Fostered
Graded
Lectured
Specified
Summarized
Taught
Translated
Tutored

Technical

Cataloged
Copied
Controlled
Edited
Identified
Operated
Programmed
Typed

Organizational

Alphabetized
Drafted
Classified
Contracted
Implemented
Incorporated
Maintained
Organized
Prepared



RESUME RUBRIC



Warren Wilson
COLLEGE

RESUME LEARNING OUTCOMES:

- Produce a compelling resume that summarizes skills and qualifications for a targeted position in a particular organization.
- Demonstrate writing competency, which follows accepted writing conventions for the resume genre.

	1-NeedsImprovement	3-Average	5-Effective	Comments
Presentation and Format Visually appealing, proper grammar and spelling, and standardized resume format	<ul style="list-style-type: none"> <input type="checkbox"/> Margins and spacing between lines and sections are not consistent or poorly used. <input type="checkbox"/> Does not use capitalization and hold to highlight headings. <input type="checkbox"/> Font and point size distract from readability (outside of 10-12-point size font.) <input type="checkbox"/> Resume length is not appropriate. <input type="checkbox"/> 5+ errors in spelling, grammar, verb tense, person pronouns, and/or punctuation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Margins and spacing between lines/section is mostly consistent and well used. (1-2 errors only) <input type="checkbox"/> Uses capitalization, bold, or italics to highlight headings mostly consistently and well. (1-2 errors) <input type="checkbox"/> Appropriate font and point size (between 10-12 size font) <input type="checkbox"/> Resume length could be improved. <input type="checkbox"/> 1-2 errors in spelling, grammar, verb tense, personal pronouns, and/or punctuation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Margins are balanced with even tab margins and spacing between lines and sections. <input type="checkbox"/> Uses capitalization, bold, or italics to highlight headings consistently and well. <input type="checkbox"/> Appropriate font and point size. (between 10-12 size font) <input type="checkbox"/> Resume length is appropriate. (Typically 1-2 pages or conforming to length standard in industry.) <input type="checkbox"/> No errors in spelling, grammar, verb tense, personal pronouns and/or punctuation. 	
Heading: <input type="checkbox"/> Name <input type="checkbox"/> Address <input type="checkbox"/> Phone <input type="checkbox"/> E-mail	<ul style="list-style-type: none"> <input type="checkbox"/> 2+ pieces of header information is missing. <input type="checkbox"/> Name does not stand out from the text. <input type="checkbox"/> E-mail used is unprofessional 	<ul style="list-style-type: none"> <input type="checkbox"/> All appropriate information is included. <input type="checkbox"/> Name does not stand out from other text. <input type="checkbox"/> Professional e-mail is provided 	<ul style="list-style-type: none"> <input type="checkbox"/> All appropriate information is included. <input type="checkbox"/> Name clearly stands out from other text. <input type="checkbox"/> Professional e-mail is provided. 	
Education: <input type="checkbox"/> College Name <input type="checkbox"/> Graduation Date <input type="checkbox"/> Degree <input type="checkbox"/> GPA if over 3.5/4.0 <input type="checkbox"/> Study Away <input type="checkbox"/> Senior Capstone <input type="checkbox"/> Other Training	<ul style="list-style-type: none"> <input type="checkbox"/> 3+ pieces of content are missing. 	<ul style="list-style-type: none"> <input type="checkbox"/> All appropriate information is included with 1-2 incorrect items. (ex: abbreviations) 	<ul style="list-style-type: none"> <input type="checkbox"/> All appropriate information included. 	
Relevant Experience (relevant experience section with bullet points to describe tasks and accomplishments)	<ul style="list-style-type: none"> <input type="checkbox"/> 3+ pieces of content are missing. <input type="checkbox"/> "Crew" is used as a job title <input type="checkbox"/> Entries are not in reverse chronological order. <input type="checkbox"/> There are not action statements utilized and it is difficult to discern transferrable skills. <input type="checkbox"/> Accomplishments/ results are not quantified where appropriate. 	<ul style="list-style-type: none"> <input type="checkbox"/> All appropriate information included with 1-2 incorrect items. (ex: abbreviations) <input type="checkbox"/> Entries are in order of importance or relatedness. <input type="checkbox"/> Action statements demonstrate some transferrable skills. <input type="checkbox"/> Accomplishments/ results are not quantified where appropriate. 	<ul style="list-style-type: none"> <input type="checkbox"/> All appropriate information included (place of employment, title, dates, city and state.) <input type="checkbox"/> Does not use the word, "crew" to describe job title. <input type="checkbox"/> Entries are in order of importance or relatedness. <input type="checkbox"/> Action statements demonstrate a variety of job-related and/or transferrable skills. <input type="checkbox"/> Accomplishments/result s quantified where appropriate. 	
Optional Sections (coursework, projects, honors, skills, etc.)	<ul style="list-style-type: none"> <input type="checkbox"/> No relevant information is given to highlight transferrable skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> 3-4 relevant pieces of information given to highlight transferrable skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> 5+ relevant pieces of information is given to highlight transferrable skills. 	

This rubric was created using guidelines from the NACE (National Association of Colleges and Employers) community. NACE is a consortium of more than 3,000 university relations, recruiting professionals and business affiliates. It is the leading source of information on the employment of the college educated, and forecasts hiring and trends in the job market; tracks starting salaries, recruiting and hiring practices, and student attitudes and outcomes; and identifies best practices and benchmarks.

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