UNIVERSITY OF
TEXAS
ARLINGTON
LOCKHEED MARTIN
CAREER DEVELOPMENT CENTER
DIVISION OF STUDENT AFFAIRS

Explore   Engage   Experience   Embark   Elevate

General Resume Guidelines

YOUR RÉSUMÉ MAY TAKE HOURS TO PREPARE
Give yourself time to write and rewrite; then have your résumé critiqued by a mentor, friend, trusted advisor, or email it to a career consultant in the Career Development Center.

A ONE-PAGE RÉSUMÉ IS SUFFICIENT FOR MOST STUDENTS
Your résumé does not have to list every position you've held or every activity in which you've been involved. If you have a lot of experiences, only include what is relevant to the position for which you are applying.

AVOID TEMPLATES/WIZARDS
Résumé templates or wizards may seem helpful, but it can be very hard to make changes or move things around when using one. It is important to customize your résumé to best represent your strengths. We recommend using a blank Word document that will give you the flexibility you need.

CUSTOM DESIGN YOUR RÉSUMÉ FOR EACH POSITION
You should change your objective/summary with each position for which you apply, and if necessary, change the content and/or the format so that it best compliments each specific position.

CATCH THE READER'S EYE
Readers prefer statements that begin with bullets, bold print, and indentions to guide their eyes quickly to the main points. Stick to one font so that your résumé doesn't look cluttered and organize the information so that it is visually appealing and easy to follow.

ACCENTUATE THE POSITIVE
Your résumé is the first impression most employers will have of you, and how well you write indicates what type of employee you might be. Highlight accomplishments, not mere duties. Don't just list what you did; show how you contributed to the organization. Quantify your statements with numbers, statistics, and percentages when possible.

USE ACTION VERBS
Most of the résumé is devoted to accomplishment statements. These statements should begin with action verbs (e.g., created, delegated, developed) because they are more engaging than passive verbs (e.g., took, had). For activities you are currently engaged in, use present tense verbs (e.g., supervise, develop, implement). For past activities, use past tense verbs (e.g., supervised, developed, implemented).

DO NOT INCLUDE
Do not include religion, race, gender, marital status, height/weight, birthplace, date of birth, or a photograph. High school information should only be included if you are applying for an internship and/or it is relevant.

HELPFUL TIPS!
- Be consistent with fonts, dates, margins, and tabs.
- Use a professional email address.
- Be brief and succinct in your descriptions.
- Use an easy to read font (10 to 14 pt. font).
- Name should be the only text bigger than 10 – 14 pt. font (up to 18 or 20 pt. font size is sufficient).
- Do not go overboard with bold, underline, and italics.
- Spell things out (followed by its acronym in parentheses).
- Remember to write to the reader – What is important to them? What are they interested in?
- A GPA of 3.0 and above is considered competitive and can be listed. A GPA below 3.0 should never be listed, unless specifically asked for by the entity/company to which you are applying.
- Once you're finished writing your résumé, put it away for a day; then PROOFREAD it again!

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Resume Section Headers

Start with your name at the top of your résumé, including your contact information (e.g. phone number, email address).

Next, you will need to decide which section headers are best to showcase your strengths and are consistent with the position to which you are applying. In most cases, you will have a section for *Education* and a section for *Work Experience*. If you are applying for a technical position, it may be important to include a section for *Technical Skills*. In other cases, *Community Service* or *Campus Involvement* may be significant enough to warrant a section. Keep in mind, you don't want to have too many sections; four to five are usually sufficient.

Under most section headers, information is organized in reverse chronological order (most recent information should be provided first). For example, under the *Experience* section header your current or most recent job is listed first, then your prior position, and so on. But, for some section headers, such as *Computer Skills* or *Objective*, chronological order is irrelevant.

Common Resume Section Headers

Objective or…
Accomplishments
Areas of Expertise
Career Profile
Focus
Highlights of Qualifications
Key Skills
Knowledge, Skills & Abilities
Significant Accomplishments
Personal Attributes
Professional Objective
Professional Overview
Profile
Related Skills
Relevant Skills
Summary
Summary of Qualifications
Core Competencies

Computer Skills or…
Computer
Hardware/Software
Technical Skills
Technology Skills

Education

Related Coursework or…
Coursework
Relevant Coursework
Selected Courses

Certifications or…
Additional Training
Licenses
Professional Development
Seminars
Special Training
Workshops

Leadership Experience or…
Campus Leadership
Leadership Roles
Supervision
Management

Work Experience or…
Employment History
Experience
Professional Experience
Related Experience
Relevant Experience

Volunteer Experience or...
Campus Activities
Campus Involvement
Community Involvement
Community Service
Extracurricular Activities
Related Activities

Clubs/Organizations or…
Affiliations
Memberships
Professional Affiliations
Professional Associations
Professional Organizations
Scientific Societies

Honors and Awards or…
Awards
Honors
Honors and Activities
Honors, Awards & Scholarships
Scholarships
Selected Awards
Selected Honors

Additional Section Headers...
Accreditations
Achievements
Communications Experience
Laboratory Experience
Presentations
Publications
Research Experience
Research Interests
Sales Experience
Special Skills
Teaching Experience

Top 15 Attributes Employers Seek on a Candidate's Resume

Attribute	% of Respondents
Problem-solving skills	82.9%
Ability to work in a team	82.9%
Communication skills (written)	80.3%
Leadership	72.6%
Strong work ethic	68.4%
Analytical/quantitative skills	67.5%
Communication skills (verbal)	67.5%
Initiative	67.5%
Detail-oriented	64.1%
Flexibility/adaptability	60.7%
Technical skills	59.8%
Interpersonal skills	54.7%
Computer skills	48.7%
Organizational ability	48.7%
Strategic planning skills	39.3%

Courtesy of the National Association of Colleges and Employers: Job Outlook 2018

Action Verbs

Action verbs are used to compose concise, persuasive, reader-centered accomplishment statements on your résumé. Below are examples of some commonly used action verbs, but there are many others. All of the verbs here are stated in the past tense and should be used to refer to past activities. For activities you are currently engaged in, you can use the present tense of the same verbs (e.g., approve, arrange, catalogue, categorize). The verbs below are grouped according to skill set.

CLERICAL/DETAIL
Approved
Arranged
Catalogued
Categorized
Classified
Collected
Compiled
Dispatched
Documented
Executed
Generated
Implemented
Inspected
Monitored
Operated
Organized
Outlined
Prepared
Prioritized
Processed
Purchased
Recorded
Resolved
Restored
Retrieved
Revised
Screened
Systematized
Tabulated
Transformed
Validated

COMMUNICATION
Addressed
Appraised
Arbitrated
Arranged
Articulated
Authored
Clarified
Collaborated
Conferred
Consulted
Convinced

Cooperated
Coordinated
Corresponded
Counseled
Debated
Defined
Developed
Directed
Drafted
Edited
Enlisted
Explained
Expressed
Formulated
Influenced
Informed
Inspired
Interpreted
Interviewed
Lectured
Mediated
Moderated
Motivated
Negotiated
Participated
Persuaded
Presented
Promoted
Publicized
Reconciled
Recruited
Represented
Spoke
Suggested
Summarized
Translated
Unified
Verbalized
Wrote

CREATIVE
Abstracted
Acted
Adapted
Composed

Conceptualized
Created
Customized
Designed
Developed
Directed
Established
Fashioned
Founded
Generated
Illustrated
Imagined
Improvised
Initiated
Innovated
Instituted
Integrated
Introduced
Invented
Originated
Performed
Planned
Problem solved
Restructured
Revamped
Revitalized
Shaped
Synthesized
Visualized

FINANCIAL
Administered
Allocated
Analyzed
Appraised
Audited
Balanced
Budgeted
Calculated
Computed
Developed
Estimated
Figured
Forecasted
Maintained

Managed
Marketed
Planned
Prepared
Projected
Researched
Tracked

HELPING
Advised
Advocated
Aided
Assessed
Assisted
Assured
Attended
Cared
Comforted
Coordinated
Counseled
Demonstrated
Diagnosed
Educated
Empathized
Expedited
Facilitated
Familiarized
Furnished
Furthered
Guided
Improved
Insured
Intervened
Mentored
Motivated
Provided
Referred
Rehabilitated
Related
Represented
Served
Volunteered

MANAGEMENT
Achieved
Administered
Analyzed
Assigned
Attained
Chaired
Consolidated
Consulted
Contracted
Controlled
Coordinated
Decided
Delegated
Developed
Directed
Established
Evaluated
Executed
Implemented
Improved
Increased
Initiated
Maximized
Negotiated
Organized
Oversaw
Planned
Prioritized
Produced
Recommended
Reconciled
Regulated
Reported
Reviewed
Scheduled
Strengthened

Supervised
Yielded

RESEARCH
Acquired
Adjusted
Analyzed
Ascertained
Calculated
Cataloged
Charted
Clarified
Coded
Collected
Computed
Conducted
Correlated
Diagnosed
Discovered
Dissected
Evaluated
Examined
Experimented
Explored
Extracted
Extrapolated
Gathered
Identified
Inspected
Interpreted
Interviewed
Investigated
Monitored
Observed
Organized
Reviewed
Summarized
Surveyed

Systematized
Tested
Utilized
Validated
Verified

TEACHING
Adapted
Clarified
Coached
Communicated
Coordinated
Developed
Elicited
Emphasized
Enabled
Encompassed
Encouraged
Enforced
Enhanced
Enlightened
Evaluated
Explained
Facilitated
Fostered
Guided
Individualized
Informed
Initiated
Instructed
Interacted
Involved
Lectured
Motivated
Persuaded
Set goals
Supplied
Supported

Stimulated
Stressed
Trained
Tutored
Taught

TECHNICAL
Adapted
Applied
Assembled
Built
Calculated
Computed
Constructed
Converted
Debugged
Designed
Devised
Engineered
Expanded
Fabricated
Installed
Maintained
Modified
Operated
Overhauled
Programmed
Rectified
Remodeled
Repaired
Simulated
Solved
Trained
Upgraded

Transferable Skills

As you begin your job search, it is important to know what you are good at and what you enjoy doing. Over the years, you will develop many skills from coursework, extracurricular activities, internships, jobs, and your total life experiences. Whether learning the value of teamwork by playing sports, developing editing skills working on your high school newspaper, or developing presentation skills while completing your college courses, each of your experiences has laid the groundwork for building transferable skills. Transferable skills are "portable skills" that you take with you from one experience to the next until you have built a collection of skills in which an employer will be interested. Transferable skills, incorporated on your résumé and discussed in your interviews, provide an employer concrete evidence of your qualifications for a position. The ability to identify your transferable skills and communicate them to potential employers will greatly increase your success during the job search. Below are examples of skills you may use to help you identify and develop your own transferable skills.

Helpful Tips!
- Make a list of every job you have held, a list of courses you have completed, and activities you have been involved in. Write down the skills you acquired from your experiences.
- Use a potential job description that interests you to help you identify the skills employers are seeking.
- Attend job fairs and employer events to learn about the skills valued by companies and industries.

Critical Thinking / Problem Solving
- Design an experiment, plan, or model that systematically defines a problem.
- Use and identify a variety of sources for information appropriate to special needs or problems.
- Formulate questions relevant to clarifying a problem, topic, or issue and define the parameters of a problem.
- Quickly and accurately identify critical issues when decision making or solving a problem.
- Identify and analyze general principles that explain interrelated events, ideas, and experiences of factual data from several perspectives.
- Identify reasonable criteria for assessing the value or appropriateness of an action or behavior and applicability to strategies and action plans.
- Adapt one's concepts and behavior to changing conventions and norms.
- Create innovative solutions to complex problems.

Oral / Written Communication
- Listen with objectivity and be able to paraphrase the content of a message.
- Use various mediums and styles of communication to present ideas imaginatively.
- Speak effectively to individuals and groups.
- Express one's needs, wants, opinions and preferences without offending the sensitivities of others.
- Identify and communicate value judgments effectively.

Technical Application
- Select and use appropriate technology to accomplish a given task.
- Apply computing skills to solve problems by sorting data and objects; compiling and ranking information; and synthesize facts, concepts, and principles.

Career Development & Management
- Analyze and learn from life experiences and develop personal growth goals that are motivating.
- Relate the skills developed in one environment (school) to the requirements of another environment (work).
- Match knowledge about one's own characteristics and abilities to information about job or career opportunities.

- Identify, describe, and assess the relative importance of one's needs, values, interest, strengths, and weaknesses.
- Identify and articulate skillsets acquired through formal education and general life experiences and be able to market one's self to prospective employers.
- Learn from constructive criticism; be willing to take risks; and accept consequences for one's actions.

Teamwork & Collaboration
- Build collaborative relationships with colleagues, customers, peers, superiors, and subordinates representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.
- Interact effectively by demonstrating effective social behavior in a variety of settings and under different circumstances.
- Actively cooperate in meetings, participate in discussions, and support overall goals.
- Understand the feelings of others and express one's own feelings appropriately.
- Use appropriate techniques to persuade others.
- Assist in keeping a group moving toward the achievement of a goal.
- Teach a skill, concept, or principle to others.
- Analyze behavior of self and others in group situations.

Professionalism & Work Ethic
- Demonstrate personal accountability and effective work habits (e.g. punctuality, time management, working productively with others).
- Understand the importance of a professional work image.
- Demonstrate integrity and ethical behavior, acts responsibly with the interests of the community in mind, and can learn from his/her mistakes.
- Use social media responsibly.

Leadership
- Leverage the strengths of others to achieve common goals.
- Use interpersonal skills to coach and develop others.
- Organize people, prioritize projects, and delegate responsibility for successful completion of tasks.
- Assess and manage your emotions by using empathetic skills to guide and motivate.
- Define and clarify roles, objectives, and processes.

Global Perspective
- Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions.
- Demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individual differences.
- Understand one's own biases and use that awareness to work to eliminate them.

Accomplishment Statements

WHAT IS AN ACCOMPLISHMENT STATEMENT?

An accomplishment statement on your résumé is meant to demonstrate your relevant skills and accomplishments through previous experiences. Rather than emphasizing the tasks performed in a role, accomplishment statements will show how you can make a positive contribution.

FORMULA FOR WRITING A STRONG ACCOMPLISHMENT STATEMENT

ACTION VERB + WHAT YOU DID (TASK) + RESULT *(quantifiable when possible)*

EXAMPLE:

Developed a new customer service plan, which resulted in a 15% increase in repeat business.

EXERCISE:

1. List some of your past job titles, student leadership positions held, volunteer experiences, or significant academic projects
2. Write the duties and tasks associated with each of these experiences
3. Think of the skills/accomplishments associated with these tasks
4. Write an accomplishment statement! Don't forget to start with an action verb (See action verb handout for suggestions)

BEFORE: TASK	AFTER: ACCOMPLISHMENT STATEMENT
Supervised staff	Trained and supervised two employees in compliance with policies and procedures
Followed up with customers	Communicated with customers to discuss new products and services during routine follow-up calls, resulting in a 25% increase in upselling
Operated cash-register	Managed cash and credit transactions and balanced register at the end of each shift with consistent accuracy

NOW YOU TRY!

EXPERIENCE: _____

TASK:	**ACCOMPLISHMENT STATEMENT:**
_____	_____
_____	_____
_____	_____
_____	_____

Basic Resume Template

NAME
Phone Number | Email | URL to your LinkedIn Profile (if you have a strong online profile) or professional website/portfolio (if applicable)

SUMMARY OF QUALIFICATIONS
- Margins should be half an inch (0.5) or three-quarters on an inch (0.75) or one inch (1.0) on all four sides.
- Font size of résumé content should be anywhere between 10 and 14 pt. dependent upon font used.
- Use traditional fonts and bullet points.
- The summary should grab the reader's attention and should include 5 to 7 accomplishments.
- Use action verbs throughout your résumé.
- Omit all uses of pronouns, including "me", "my," or "I"; also, the use of "an", "the", and "a".

EDUCATION
Current Degree and Major
(Spell this out; do not use abbreviations an employer will not understand)
(examples: Bachelor of Arts in Psychology | Bachelor of Business Administration in Marketing)

Month Year (anticipated completion date or completion date)
(examples: Anticipated: Month Year | Month Year | Expected: Month Year)

Name of Institution, City, State
(Include GPA if 3.0 or better)
(Do not include schools from which you did not obtain a degree)

EXPERIENCE
Current or Most Recent Job Title, Company Name, City, State   Year-Year
- Each résumé sections should be reverse chronological order (most recent first).
- Target/tailor your résumé content for each specific opportunity to which you apply.
- List relevant accomplishments within your job duties. Do not just list job duties and tasks.
- Use transferable skills and action verbs to show what you accomplished and how it is of benefit to an employer.

LEADERSHIP EXPERIENCE
- Keep your résumé to one (1) page. The only exception is a curriculum vitae (CV) and/or someone with well over 7+ years of experience in their field/industry.
- School and Professional Memberships—Position held, Year-Year.
- Awards, Certifications, Publications, Scholarships, etc.
- Don't be vague! State specific examples of things you have done.

ADDITIONAL RÉSUMÉ SECTIONS
- Do not list high school content if you are classified as a sophomore, junior, or senior; unless it is relevant to your field/industry.
- You can list relevant coursework as a résumé section, but do not list every course completed.
- You can include any of the following sections: Technology | Projects | Volunteer Experience | Honors/Awards/Scholarships | Clubs/Organizations/Professional Membership, etc.
- A Relevant Projects section is a great way to show how you can apply your educational knowledge, skills, and abilities to an employer.

No Experience Resume

ART N. SCIENCE
Phone: 817-123-4567
artnscience@mavs.uta.edu

EDUCATION
Bachelor of Business Administration in Information Systems   May 20XX
University of Texas at Arlington, Arlington, TX   GPA: 3.0

RELEVANT COURSES
- Financial Accounting
- Management of Organizations
- International Business
- Decision Support Systems
- Computer Network Architecture
- Programming Business Applications

COMPUTER SKILLS
- Microsoft Office (Word, Excel, PowerPoint, Access)
- Programming Languages: C++, PHP, XML
- Competent with Accounting and Financial Management

COMMUNITY SERVICE
Volunteer   Fall 20XX
Mission Arlington, Arlington, TX
- Assisted with organizing monthly newsletter
- Facilitated 20XX Mission Arlington Annual Fundraiser which generated 25% more donations than previous two years combined
- Answered telephones and provided customer service

CAMPUS & PROFESSIONAL ASSOCIATIONS
- Delta Sigma Pi, member
- International Business Society, member
- Business Professionals of America (BPA), member

AWARDS/HONORS
- Dean's List (20XX—20XX)

Chronological Resume

JANE DOE
817-123-4567 | janedoe@mavs.uta.edu

SUMMARY OF QUALIFICATIONS
- Top-notch administrator with more than 5 years of experience in finance.
- M.B.A. with extensive training in seminars for working professionals.
- Outstanding productivity both as a loan officer and as a supervisor.
- Unique combination of expertise in mortgage banking, training, sales, and finance.
- Dynamic leader and team builder, consistently motivating others toward success.

EDUCATION

Master of Business Administration   May 20XX
University of Texas at Arlington, Arlington, TX

Bachelor of Business Administration in Marketing   May 20XX
West Virginia University, Morgantown, WV

PROFESSIONAL EXPERIENCE

Mortgage Madness, Pleasant Hill CA   20XX—Present
Director of Sales and Training
- Managed eight loan officers, with responsibility for $288 million in production, plus full responsibility for all training.
- Designed and led seven monthly training sessions, including broker education and product knowledge seminars, sales strategy and training.
- Reported directly to the president of the company.

Dale Carnegie, Inc., San Rafael CA   20XX– Present
Dale Carnegie Instructor
- Trained top-level managers of Fortune 500 companies.
- Named "Bay Area Instructor of the Year" in 20XX.
- Consistently reached 93 percent figure for students graduating.

Maudlin Mortgage**,** Rustic City CA   20XX—20XX
Loan Officer
- Developed expertise in all areas of residential financing, including builder business, portfolio loans, Fannie Mae, and Freddie Mac investor loans.
- Top producing loan officer for Maudlin in 20XX.
- Built a large client base by successfully implementing relationship selling.

Combination Resume

B. A. MAVERICK
(817) 272-5555 | b.a.maverick@mavs.uta.edu | www.linkedin.com/bamaverick

SUMMARY OF QUALIFICATIONS
- Over 5 years of experience working with youth ages 3-11
- Ability to effectively communicate with parents, staff, and supervisors
- Proven classroom management skills
- Dedicated, energetic, and dependable professional

EDUCATION
Bachelor of Science in Interdisciplinary Studies, EC-6 Generalist with Bilingual Delivery
University of Texas at Arlington, Arlington, TX
Expected May 2015
GPA 3.4

RELEVANT COURSE WORK
Educational Psychology Early Childhood Environments
Spanish I-IV Language and Society
Child Development Multicultural-Bilingual Education

RELATED EXPERIENCE
Residency, (Pre-Kindergarten Classes)   2015 to Present
D.B. White Elementary, Learning, TX
- Develop daily lesson and unit plans
- Instruct diverse student population including ESL students
- Participate in district curriculum alignment
- Assist with after-school tutoring program

Internship, (Professional Development Classes)   2012-2014
Duff Elementary School, Arlington, TX
- Taught beginning reading to group of 6 students
- Developed learning stations in reading and science
- Worked closely with 3 special needs students

Coordinator/Teacher   2010-2012
ABC Child Care Center, Arlington, TX
- Oversaw 8 staff and 6 age appropriate learning areas
- Wrote and designed monthly newsletter for parents

WORK HISTORY
Sales Associate, CVS, Arlington, TX 2007-2010
Barista, Starbucks, Arlington, TX 2006-2007
Host, Olive Garden, Mansfield, TX 2004-2006

Engineering / Computer Science Resume

NAME

name@mavs.uta.edu ▪ 817-123-4567 ▪ Website URL (if applicable) ▪ LinkedIn URL (if applicable)

CORE COMPETENCIES

- These bullets would reflect your more important skills as they relate to the job description
- Advertise your knowledge, skills and abilities in your field/industry
- Be specific. Target your summary to match the position
- Use standard round or square bullets (do not use arrows, checkmarks, stars, etc.)

TECHNICAL SKILLS

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

More Technical Skills to Potentially Highlight:

- *Hardware*
- *Networking/Protocols*
- *Additional programming languages*
- *Microprocessors*
- *All other relevant tools*

EDUCATION

The University of Texas at Arlington, Arlington, TX
Master of Science in _____   May 20XX
Thesis: *"Title of Thesis" (if applicable)*
Bachelor of Science in _____   December 20XX

RELEVANT PROJECTS

UTA Emergency Alert
Developed website for university and college students utilizing PHP/MySQL; iPhone app communicating with JSON protocol; site with full login / registration system, user profile, admin side, and caller dispatch for emergency calls.

PROFESSIONAL EXPERIENCE

Sunny Software Inc., Sunny, CA   Spring and Summer 20XX
Software Engineer Co-Op

- Developer on the Sunny Software Engine Team
- Worked on new functionality in the 7.0 release of the Sunny Software Dynamic Sourcing Engine
- Developed in C++ in Unix and Windows Visual Studio
- Also worked on a solo project to add multithreaded capabilities to Sunny Software's engines

MEMBERSHIPS/ACTIVITIES

- Only relevant memberships/activities (i.e. IEEE, American Civil Engineering, NSBE)
- Other community/campus-based volunteer experiences are can be included