

RESUMES

CUSTOMIZING YOUR PERSONAL MARKETING TOOL

1

Before you start: Creating a master resume

Write down everything you have done since coming to IU. If you are a freshman or sophomore, you can still include experience from high school (only very relevant high school info should be used after sophomore year). List everything, including volunteer experience, internships, jobs, relevant coursework, student clubs or groups, and study abroad.

2

Start your resume: Pulling together the pieces

Begin creating “experience blocks,” consisting of organization/company, job title, location, dates, and accomplishment statements. Create an education section and, potentially, sections for computer skills, language, or other skills.

3

Tailor for the position you want: Using a job description

Read the job description, making notes about skills or traits mentioned. Make a list of the skills you would like to highlight in your resume. The resume on the next page is an example of a tailored resume based upon the job description below.

Schedule an appointment with your career coach today: careers.college.indiana.edu



THE COLLEGE OF ARTS + SCIENCES

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EDUCATION & HONORS**Indiana University**

Bachelor of Arts, GPA: 3.74/4.0

Majors: Psychology; International Studies

Minors: Health Studies; East Asian Languages & Culture (Chinese Mandarin, Proficient)

May 2014
Bloomington, IN

Psi Chi Honor Society (top 35 percent of class, min. GPA in psychology courses of 3.50)

March 2013–present

Hudson Holland Scholars Program (top 20 percent of high school class, 3.2+ GPA)

September 2010–present

PSYCHOLOGICAL RESEARCH EXPERIENCE

Cognition and Action Neuroimaging (CAN) Laboratory, Indiana University

September–May 2013 & 2014

Student Researcher

Bloomington, IN

- Research toddlers' cognitive interactions using functional magnetic resonance to determine cognitive growth
- Analyze results of interactive sessions based on child's actions to make conclusions regarding brain function and understanding
- Presented research findings at annual convention through group presentation

CULTURAL IMMERSION & LANGUAGE

Gaborone - Community Public Health Summer Program

May–August 2013

Student Member

Gaborone, Botswana

- Gained cross-cultural competency through integration living with local family resulting in increased awareness
- Designed local flyer campaign using Photoshop to promote safe drinking water habits in several towns
- Completed patient intake forms based on medical history questions to best provide services at local clinic

Practical English Tutorials Program, Indiana University

September–May 2012

Tutor

Bloomington, IN

- Facilitated conversations using Chinese Mandarin to explain English language concepts to international students
- Collaborated with a team of tutors to plan activities designed to increase students' English vocabulary
- Critiqued writing assignments to address grammatical issues and improve writing ability
- Created discussion topics based on conversational English to promote student engagement with classmates
- Advised students by assessing needs regarding intercultural conflicts due to language barriers

MENTORING & LEADERSHIP EXPERIENCE

Big Brothers Big Sisters

October 2012–present

Mentor

Bloomington, IN

- Mentor 8-year-old child on a weekly basis regarding homework, involvement, and friendships to provide support
- Plan educational experiences such as museum trips for a group of five students to increase cultural engagement

Tween Peaks Camp

May–August, 2011 & 2012

Camp Counselor

Gunnison, CO

- Counseled campers through difficult situations, such as bunkmate conflicts to aid in growth and development
- Researched leadership and inclusion to create programs for 24 girls that promoted a positive environment
- Monitored off-site three-day camping trips of 48+ campers by organizing meals, activities, and schedules to ensure safe new experiences

GLOBAL HEALTH COURSEWORK

Global Health Promotion, School of Public Health, Indiana University

August–December 2013

Student

Bloomington, IN

- Collaborated with a team of five students to complete literature review of current research and write an action plan to educate class members about the perceptions of vaccinations in other countries
- Developed understanding of global health concerns and policies to gain a broader knowledge base



EXPERIENCE BLOCKS

Be consistent. Always include:

- + Name of organization/company
- + Location and dates
- + Your position title
- + 2 to 5 bullet points (accomplishment statements)
- + Past or present? If you are still doing the job or internship, write in the present tense. If you no longer hold the position, write in the past tense.
- + Include jobs, internships, volunteer or leadership experience, study abroad, coursework, and student clubs or groups

If applicable, you can include research experience:

- + Research experience and skills can also be highlighted in these blocks
- + Write about these experiences just like a job, internship, or club
- + Explain what you were researching by answering "how" and "why" for each of your skills
- + Don't forget: you need to focus on SKILLS

HEADING

- + Make your name stand out
- + Include email, phone, address
- + Can include permanent/home and current/school address

Technical Skills I Want to Highlight:

Other skills (i.e. teamwork):

TAILORED HEADINGS

- + Don't be too generic
- + Headings like "Experience," "Relevant Experience," or "Activities" don't help guide the employer
- + Consider how to frame your experience to make it relevant to the position for which you are applying

Types of Experience → Potential Headings

Experience:

Headings:

i.e.: Mentor + Camp Counselor + Vice President experience = Leadership Experience

COURSEWORK (optional)

- + Include only classes that are relevant to the position you want
- + Consider projects, research, group work, industry knowledge, or skills you gained

What did you learn in this class that you want the employer to know about you?



EDUCATION & HONORS

- + Include Indiana University and Bloomington, IN
- + Include the name of your degree (spell out Bachelor of Arts, Science etc.)
- + Include major, minor, concentrations
- + Include GPA (only if above 3.0)
- + Add honor societies
- + If you include scholarships/honor societies, be sure to specify what you received it for or why you were inducted
- + No need to mention your high school. After sophomore year, only college experiences should be on your resume (unless your high school experience is uniquely relevant to the position)

FORMATTING TIPS:

- + Keep your resume to one page; it is a summary of your most relevant experiences (the length may vary from industry to industry; it is important do research on industry standards).
- + Keep it simple. Use the same formatting throughout to make your resume easy to read.
- + Spell check: errors do not make a good first impression.
- + TMI (too much information) warning: do not include personal information such as birth date, ethnicity, interests, or hobbies.
- + No need to mention that you have references; employers will request them.
- + Spell it out: no abbreviations.

SKILLS SECTION TIPS:

How to explain your language skills and what these terms mean:

- + **Literate:** Can comfortably read and write the language.
- + **Conversational:** Can speak the language.
- + **Proficient:** Can read, write, and speak the language well.
- + **Fluent:** Can read, write, and speak the language with similar skill to a native speaker. (You must be prepared to be interviewed and work in this language.)
- + **Computer skills:** Include software, languages, and hardware experiences required for the job, as well as your skill level.
- + **Lab skills:** Include information about laboratory procedures or techniques you can conduct or equipment you can operate.

ACCOMPLISHMENT STATEMENTS

- + Start with a strong action **verb** for each bullet
- + Explain **how** you demonstrated this skill: What did you do? Who did you work with?
- + Explain **why** you used the skill or the result: What did you accomplish? How were people impacted?

Skill Verb:

i.e., plan

How:

i.e., educational experiences such as museum trips for group of five students

Why:

i.e., to increase cultural engagement

