Writing Your Resume

A resume is often the first sense a recruiter has of you, your abilities, and accomplishments. Resumes receive about six seconds of a recruiter's time, so don't try to include everything during your time at Notre Dame. Think of your resume as a tool that markets your most applicable skills and experiences. A well-written resume can help your chances of getting an interview.

Types of Resumes

REVERSE CHRONOLOGICAL

This is the most common resume format for college students. A reverse chronological resume organizes information by jobs/ experiences with the most recent listed first.

FUNCTIONAL

A functional (or skills-based) resume works well for professionals but typically not for undergraduates. It organizes information into functional groups of skills or accomplishments.

COMBINATION

This type of resume organizes information with an emphasis on skills in reverse chronological order. Experiences and skills can be tailored to the specific requirements of a position.

CREATIVE

Typically utilized for applying to design positions, this type of resume does not follow a specific format. A creative resume showcases a student's design capabilities while delivering key accomplishments in a unique aesthetic.

RESUME TIPS

- Use Microsoft Word, not Google Docs or Pages
- One page, be brief but provide sufficient information
- Font size should be between 10-11 pt., margins between 0.5-1 inch
- Consistency and clarity are key
- Utilize strong action verbs to begin your bullet points, but vary your word choice
- Tailor your resume to each position
- Include results/accomplishments; quantify when possible
- Emphasize your unique skills
- Make your resume stand out—use a personalized heading, bolding, and lines in selective areas
- Keep your resume updated with experiences, accomplishments, GPA
- References should not be on resume
- Save resume as a PDF

Common Resume Sections

Resume sections should be tailored to the position for which you are applying. Many sections are flexible and can be combined to tell your unique story.

CONTACT INFORMATION (REQUIRED)

- Name—slightly larger font than the rest of the document
- Address (permanent, campus, or both)
- ND email address and cell phone number

OBJECTIVE (OPTIONAL)

- If you choose to use an objective make it specific to the industry and position—a vague objective can do more harm than good.

EDUCATION (REQUIRED)

- University and city/state
- Degree and month/year of graduation
- Major(s), minor(s), and concentration(s), if applicable
- GPA. If stating Major GPA, include cumulative GPA too, and do not round up!
- Include high school for First Year students. Sophomores can include it if returning home for an internship
- Study abroad programs or other universities, if applicable, formatted the same as current university

HONORS (OPTIONAL)

- Relevant accomplishments, achievements, scholarships or awards earned for exceeding average standards in either academics, athletics, or in a work environment
- Honors can be included under Education instead of listed separately

RELEVANT COURSES (OPTIONAL)

- Consider adding unique courses beyond general or introductory requirements of the major
- Include courses related to career goals, objectives, and/or skill sets

EXPERIENCE (REQUIRED)

- Always include the name of organization, location, job title, and dates worked
- Utilize strong action verbs, quantify results when possible, and use a variety of verbs to start each bullet point
- Describe the scope and context of a situation. Explain the actions you took and the impact these had on both the organization and yourself
- Talk about what was learned and the skills developed, not just the tasks/jobs that were performed
- Do not limit "Experience" to jobs or employment; Clubs or project work can also be included

LEADERSHIP, ACTIVITIES, SERVICE (OPTIONAL)

- It is important to list quality over quantity in this section
- Name the organization, role/position title, date, and a possibly a bullet describing skills, responsibilities, and/or accomplishments

SKILLS (REQUIRED)

- Includes computer, technical, language, science/laboratory, and production skills when applicable
- Do not list soft skills—instead incorporate those skills into your experiences to demonstrate how they were developed

INTERESTS (OPTIONAL)

- Certain industries may also like to see an "Interests" section that includes hobbies and areas of interests
- Interest sections can be combined with "Skills" or "Activities"
- Be honest and specific when listing interests—you may be asked about them in an interview!

SAMPLE RESUMES AVAILABLE ONLINE

Sample resumes and templates are available on our website at: **undergradcareers.nd.edu/resume**

NACE COMPETENCIES
(The National Association of Colleges and Employers)

Career readiness of college graduates is of critical importance in higher education, in the labor market, and in the public arena. Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition to the workplace.

Conveying these competencies through your resume and application will allow you to show those viewing it that you have the qualities needed to succeed.

Critical Thinking/Problem Solving:
Exercise sound reasoning to analyze issues, make decisions, and overcome problems.

Oral/Written Communication:
Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization.

Teamwork/Collaboration:
Build collaborative relationships with colleagues and customers, work within a team structure, and negotiate and manage conflict.

Digital Technology:
Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals.

Leadership:
Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others.

Professionalism/Work Ethic:
Demonstrate personal accountability, effective work habits, integrity, and ethical behavior.

Career Management:
Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth.

Global/Intercultural Fluency:
Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions.

Resume Action Verbs

Avoid using common words such as helped, worked, and responsble for.

A accelerated
accommodated
accomplished
accounted for
achieved
acquainted
acquired
adapted
added
adjusted
administered
advertised
advised
advocated
aided
altered
analyzed
anticipated
applied
appraised
approved
arbitrated
arranged
assembled
assessed
assisted
assumed
attached
attained
attended
augmented
authored

B balanced
bolstered
briefed
budgeted
built

C calculated
catalogued
caused
chaired
changed
charted
checked
circulated

classified
cleared up
collaborated
collected
combined
compiled
completed
computed
condensed
conducted
conferred
consolidated
constructed
consulted
controlled
converted
convinced
coordinated
copied
corrected
counseled
counted
created
critiqued

D debated
decided
defined
delegated
delivered
demonstrated
designed
detached
determined
developed
devised
directed
disclosed
discovered
dispatched
displayed
distributed
drafted
dramatized

E earned
edited

educated
elected
eliminated
employed
encouraged
enlisted
ensured
entered
established
estimated
evaluated
examined
executed
expanded
expedited
explained
explored
extended

F facilitated
familiarized
filed
forecasted
foresaw
formulated
fostered
found
founded

G gained
gathered
generated
governed
graded
greeted
grouped
guaranteed

H handled
heightened
highlighted

I identified
illustrated
implemented
improved
incorporated

J increased
informed
initiated
innovated
inspected
inspired
instructed
interpreted
interviewed
invented
inventoried
invested
investigated

J joined
judged

K keyed

L laminated
launched
lectured
lead
learned
led
liaised
logged

M maintained
managed
marketed
maximized
measured
medicated
merged
modified
monitored
motivated

N negotiated
notified

O observed
obtained
opened
operated
orchestrated

ordered
organized

P participated
perceived
performed
persuaded
planned
prepared
presented
processed
procured
produced
profited
programmed
projected
promoted
proofed
proposed
proved
provided
publicized
published
purchased

Q qualified

R rated
received
recognized
recommended
recorded
recruited
reduced
referred
regulated
reorganized
repaired
replaced
reported
represented
researched
resolved
restored
restructured
resulted in

returned
revealed
reviewed
revised

S saved
scheduled
screened
scrutinized
selected
sent
served
set
shipped
showed
sold
solved
sought
specified
spoke
sponsored
stabilized
started
stopped
straightened
streamlined
strengthened
studied
submitted
suggested
summarized
supervised
supplemented
surpassed

T taught
terminated
tested
trained
transferred

U unified
updated
upgraded
utilized

Resume Checklist

GENERAL FORMAT

YES	NO	
☐	☐	Is the resume one page?
☐	☐	Is the first and last name at the top of the page in bold? Are address, phone number, and email easy to read?
☐	☐	Does the education section follow directly after the contact information?
☐	☐	Is formatting (e.g. bold, font, bullet sizes, heading styles) consistent throughout the resume? Are the headings and statements evenly spaced?
☐	☐	Are verb tenses present tense for current experiences; past for previous experiences?
☐	☐	Are there approximately 1-4 statements in bulleted format under the Experience section?

CONTENT

YES	NO	
☐	☐	If included, does the Objective statement clearly state industry, position, and 2-3 skill sets?
☐	☐	Does the resume include the applicable headings? Education, Experience, Activities/Leadership/Service, and Skills?
☐	☐	Does the Education section state official degree and graduation date? Is the cumulative GPA included if higher than 3.0? Is the GPA accurate and not rounded up?
☐	☐	Do the bulleted descriptions demonstrate major accomplishments rather than routine tasks/duties and are they quantifiable (when possible)?
☐	☐	Do the bulleted descriptions start with action verbs and demonstrate the use of key skills?
☐	☐	Is the resume free of personal pronouns (e.g. no references to "I", "we", "me", "us", "my")?
☐	☐	Is the resume completely free from spelling, punctuation, abbreviations, and grammatical errors?