
RESUMES



career.ndsu.edu

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Appointments are no longer required. Drop in to work on career documents or have a conversation about your future.

Services offered:

- Resume and cover letter advising
- Interview preparation
- CAREERlink job and internship board
- Internship Program
- Career fairs and expos
- LinkedIn profile assistance
- Navigating job offers
- On-campus interviews
- Graduate school preparation
- EPIC Journey: Online Career Training
- Alumni services
- Career Closet
- Career coaching and exploration

RESUME RUBRIC

RESUME LEARNING OUTCOMES

- Students can produce a resume that describes their education, skills, experiences and measurable achievements with proper grammar, format and brevity.
- Students demonstrate an ability to target the resume to the presenting purpose.

	1 - Needs Improvement	3 - Average	5 - Effective	Comments
Objective (Optional)* Clarifies career interests to the reader	<input type="checkbox"/> Vague and not specific to job type or industry <input type="checkbox"/> Does not include specific relevant skills/experiences <input type="checkbox"/> Focuses on personal goals such as career progression or salary goals rather than contribution of skills to employer	<input type="checkbox"/> States a broad job goal (e.g. science) vs. specific career objective (e.g. microbial research) <input type="checkbox"/> Includes skills that are very general (e.g. communication) or not directly related to the position	<input type="checkbox"/> Defines interest in a specific industry and/or job type <input type="checkbox"/> May include geographic preference <input type="checkbox"/> May include specific skills the candidate can contribute to the organization	
Education Highlights pertinent educational achievements	<input type="checkbox"/> Missing information such as location of institution or expected graduation date <input type="checkbox"/> Fails to mention relevant courses or projects	<input type="checkbox"/> Provides most basic degree information, but does not elaborate on relevant courses, projects or honors <input type="checkbox"/> Not well organized	<input type="checkbox"/> Includes institution, degree, completion date and major/minor <input type="checkbox"/> Describes coursework and/or projects which relate to objective <input type="checkbox"/> Includes GPA, if appropriate	
Experience Describes relevant experiences	<input type="checkbox"/> Is missing employer name, job title, location or dates <input type="checkbox"/> Short, not detailed and does not describe activities with clarity <input type="checkbox"/> Does not use numbers to depict scope of activities <input type="checkbox"/> Uses narrative wrap-around format instead of bulleted descriptions <input type="checkbox"/> Does not follow reverse chronological order <input type="checkbox"/> Acronyms are not spelled out	<input type="checkbox"/> Description of work does not begin with action verbs <input type="checkbox"/> Repeated use of the same action verb or use of weak verbs <input type="checkbox"/> Not detailed enough to fully understand what was done - why, how or for whom <input type="checkbox"/> Includes extraneous information which does not relate to the intended career field	<input type="checkbox"/> Includes the name of the employer, city, state, job title and dates <input type="checkbox"/> Bulleted statements begin with a strong action verb <input type="checkbox"/> Experiences are in reverse chronological order <input type="checkbox"/> The most relevant action statements are listed first <input type="checkbox"/> Defines and quantifies skills and accomplishments	
Presentation and Format** Visually appealing with proper use of grammar	<input type="checkbox"/> Layout does not allow white space <input type="checkbox"/> Tabs or margins are not aligned on both left and right <input type="checkbox"/> Fonts are too large or too small; too few or too many <input type="checkbox"/> Name and headings do not stand out from the text <input type="checkbox"/> Document is too long or fails to fill complete pages <input type="checkbox"/> Contains punctuation or spelling errors	<input type="checkbox"/> Format is technically correct, but does not draw visual interest through use of bolding, italics, attractive font choice, indentation or line use <input type="checkbox"/> Uses outdated font styles or fonts that are too large or too small <input type="checkbox"/> Does not fill complete page or spills partially onto a second page	<input type="checkbox"/> The resume fills the page without appearing crowded <input type="checkbox"/> Provides adequate white space <input type="checkbox"/> Tabs and margins are consistent and aligned <input type="checkbox"/> Fonts are coordinated and appropriate size <input type="checkbox"/> Uses bold, capitalization and italics for stylized appearance and highlight name and headings <input type="checkbox"/> Free of errors	
Purpose/Specificity Reflects research and understanding of field	<input type="checkbox"/> Description of activities is unrelated to stated objective and fails to illuminate relevant skills <input type="checkbox"/> Does not include keywords related to resume's purpose <input type="checkbox"/> Relevant skills or experiences are not positioned where they will be noticed (near top) <input type="checkbox"/> Does not use category headings to label related experiences	<input type="checkbox"/> Includes extraneous information not related to the position which detracts from key messages <input type="checkbox"/> Does not include keywords related to the position or industry <input type="checkbox"/> Does not position the most important information where it is likely to be noticed (such as at the bottom)	<input type="checkbox"/> Related and relevant experiences are grouped and located near the top of the resume to gain notice <input type="checkbox"/> Keywords that may be used to search for resumes in a database system are included and help brand the resume <input type="checkbox"/> Category headings are targeted to the objective <input type="checkbox"/> Skills statements are listed in priority order	

In 2013, the Benchmarking and Research Committee within the Minnesota College and University Career Services Association (MCUCSA) collected examples of resume rubrics from member schools and national colleagues in an effort to compile a best practices model for evaluating student resumes. MCUCSA is comprised of career professionals from ~30 colleges and universities across Minnesota and the nearby region. This one-page resume rubric is the outcome of their work.

*Objective (Optional): These "Objective" guidelines are suitable for resumes used at career fairs. Students are expected to know how to write a clear objective, even if an objective isn't always used. Resumes are reviewed according to a specific outcome being sought. Therefore, the NDSU Career Center typically wants to see a job title and organization name in the objective (i.e., Objective: Patient Access Specialist at Sanford Southpointe Clinic) so that they can provide effective feedback.

**Presentation and Format: The NDSU Career Center recommends a one-page maximum for undergraduate resumes, 10-12 point font in main body, and 0.5-1 inch margins.

RESUMES

Definition: A brief account of one's experience and qualifications for the purpose of securing an interview.

RESUME ESSENTIALS

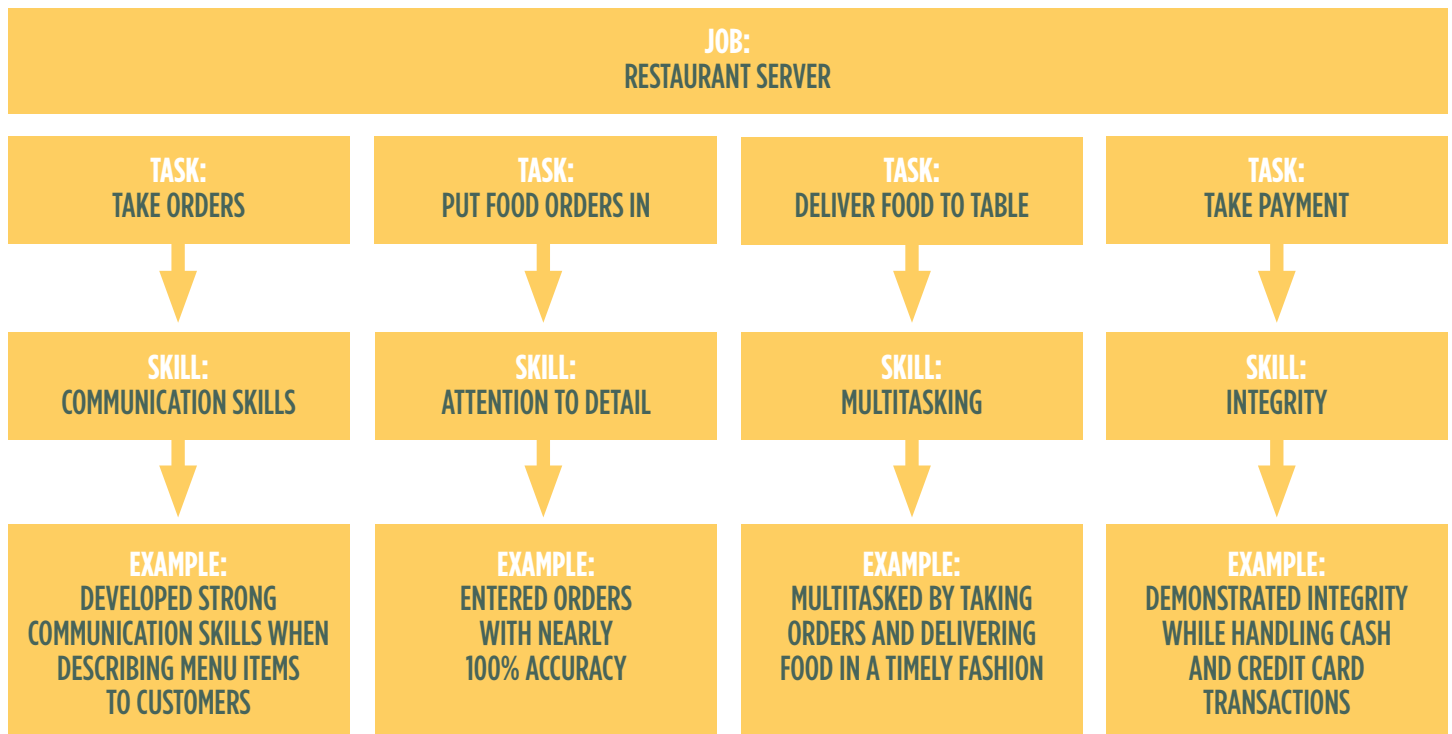
- **Focus**
The resume should be able to stand alone without a cover letter. The reader should be able to immediately recognize the purpose of the resume.
- **Qualifications that match the job**
Identify skills, core attributes, experiences, etc. that show your value to the reader – tell the employer what you can do for them.
- **Action Verb + Skill + Task = Result**
Use this formula for writing bulleted phrases that define your work experience.
- **Balance**
Document must look aesthetically appealing
1-2 pages, only if second page is full
Font size: 10-12 pt. Font styles: Calibri, Times New Roman, Arial
Must be scanned in 15 seconds or less
Avoid using templates such as Microsoft Word - they are difficult to edit
References on a separate page and not included in the resume.
- **Error-free**

DEVELOPING STRONG BULLET POINTS

Map it out

Do not think about a job or experience based solely on what you did, but more importantly on the measurable impact you made. Employers will be evaluating you based on what you can do for his/her company; your past experiences are meant to determine whether or not your contribution will be positive.

Select the skills you have that will be the most meaningful for the job you are investigating. Do not get trapped into simply explaining your qualifications by what you did for your past employer.



RESUME TIPS

- Focus on relevant skills and experiences, as well as transferable skills
- Tailor each resume for the position you are applying for and match language used in a position description
- Less is more – avoid using lots of bold, underlined words and/or fancy fonts
- Use white space to indicate when each topic ends
- Create margins between .5” and 1” wide
- Be concise
- Use PDF format when uploading or emailing documents to employers to retain fonts and formatting
- Follow the application instructions
- Be honest
- Remember your social media or online digital image is part of your resume; many employers check Facebook and other social media sites
- **Course Work**
If you have taken a class or classes that help you meet the minimum employment qualifications, which can't be met otherwise, then list those classes on your resume
- **Class Projects**
Only include class projects that help satisfy minimum employment qualifications for an internship or job; be selective
- **High School Activities and Honors**
After freshman year in college, high school activities and honors are no longer relevant and should not be listed on resume

ACTION VERBS AND ADVERBS

Quick reference for writing bulleted statements

- **Action Verb + Skill + Task = Result**
(Quantify when possible)

Example: Effectively demonstrated (AV) communication skills (S) by taking customer orders (T), resulting in 98% accuracy (R)

TASK ASSOCIATED WITH YOUR JOB/EXPERIENCE	SKILL(S) PERTAINING TO TASK	EXAMPLE: ACTION VERB + SKILL + TASK = RESULT

ACTION VERBS	Coordinate	Develop	Generate	Maintain	Produce	ADVERBS
Accomplish	Communicate	Display	Hone	Manage	Provide	Accurately
Achieve	Construct	Document	Illustrate	Master	Select	Creatively
Administer	Contribute	Enhance	Implement	Operate	Supervise	Effectively
Apply	Create	Execute	Initiate	Optimize	Utilize	Efficiently
Assist	Delegate	Facilitate	Improve	Organize	Upgrade	Successfully
Attain	Demonstrate	Formulate	Lead	Perform	Work	
Calculate	Design	Gain	Leverage	Present	Write	

Note: Make sure when using action verbs in your bullet points you are using the past or present verb tense.

ATTRIBUTES EMPLOYERS SEEK ON A CANDIDATE'S RESUME

ATTRIBUTE	% OF RESPONDENTS
Ability to work in a team	78.0%
Problem-solving skills	77.3%
Communication skills (written)	75.0%
Strong work ethic	72.0%
Communication skills (verbal)	70.5%
Leadership	68.9%
Initiative	65.9%
Analytical/quantitative skills	64.4%
Flexibility/adaptability	63.6%
Detail-oriented	62.1%
Interpersonal skills (relates well to others)	58.3%
Technical skills	56.8%
Computer skills	49.2%
Organizational ability	47.7%
Strategic planning skills	37.9%
Friendly/outgoing personality	25.8%
Tactfulness	25.8%
Creativity	21.2%
Entrepreneurial skills/risk-taker	19.7%
Fluency in a foreign language	4.5%

Source: Job Outlook 2017, National Association of Colleges and Employers

NOTES

JENNIFER SMITH

5555 Alexander Way, Fargo, ND 58103 • 612-759-2796 • jennifer.smith@ndsu.edu

OBJECTIVE

To obtain a full-time Electrical Engineer position at Vanderweil Engineers.

EDUCATION

BS Electrical Engineering, North Dakota State University, Fargo, ND, May 20XX, 3.93

- Passed the Fundamentals of Engineering (FE) exam
- Finishing degree from an ABET-accredited program
- Authorized to work permanently in the U.S.

EXPERIENCE

May 20XX – Present

Systems Engineering Intern, John Deere Electronic Solutions, Fargo, ND

John Deere is an American company that manufactures agricultural, construction and forestry machinery, engines and drivetrains used in heavy equipment and lawn-care equipment. It is listed as 105th in the Fortune 500 America's ranking and 407th in the global ranking.

- Benchmarked 15 control units to find improvement opportunities in current controllers used in gas engines, transmissions, power distribution systems and implement controls
- Calculated reliability data for safety in eight new products subjected to severe heat, extreme cold, harsh chemical vapors and direct exposure to water, dirt, dust and rock
- Worked with technicians to recommend design alterations to boost quality

Oct 20XX – May 20XX

Electronic Design Engineering Intern, John Deere Electronic Solutions, Fargo, ND

- Supported project documentation by updating schematics and engineering design notes for the purpose of determining feasibility of new projects
- Brought together all of the documentation needed to jumpstart four projects, and communicated key information to project stakeholders
- Performed bench testing to determine circuit faults, identified types of faults, explored root causes and prepared reports concerning future direction of projects

May 20XX – Aug 20XX

Electronic Engineering Intern, Xcel Energy, Saint Paul, MN

Xcel Energy is a utility company serving more than 5.1 million customers in eight states.

- Configured and wired hardware to support GE relay testing and training
- Modified software in C to improve model fidelity for technician training
- Designed vibration mechanism for tactile feedback in a nuclear power plant simulator
- Assisted in development and implementation of a physical substation arrangement

TECHNICAL SKILLS

- Advanced skills in MATLAB, Simulink, MathCAD, LTspice, Excel, Word, PowerPoint
- Intermediate skills in C programming, VBA, Access

ADDITIONAL RESUME SECTIONS WITH EXAMPLES

*include all experiences that apply

PHARMACY RESUME SECTION EXAMPLES

LICENSURE AND CERTIFICATION

Licensed Intern, North Dakota
License No. 123456

May 20XX–Present

Basic Life Support for Healthcare Providers
American Heart Association

January 20XX–Present

ADVANCED PHARMACY PRACTICE EXPERIENCE

Clinical Pharmacology
Sanford Health, Fargo, ND

January 20XX–May 20XX

Preceptors: Joe Johnson, Pharm.D.; Ron Swanson, Pharm.D.

- Utilized highly effective interpersonal skills while educating more than 40 different patients on proper dosages and side effects of prescribed medications
- Developed strong written communication skills when transcribing clinical notes; increased accuracy of patient records by nearly 35 percent
- Proposed standardizing patient note taking procedures; effectively increased communication, accuracy and teamwork between fellow pharmacists and physicians

INTRODUCTORY PHARMACY PRACTICE EXPERIENCE

Institutional
Essentia Health, Fargo, ND
Preceptor: Jane Doe, Pharm.D.

June 20XX

NURSING RESUME SECTION EXAMPLES

LICENSURE AND CERTIFICATION

Certified Nursing Assistant
Basic Life Support for Healthcare Providers
American Heart Association

May 20XX–Present
January 20XX–Present

CLINICAL NURSING EXPERIENCE

Medical/Surgical Rotation, Essentia Health, Fargo, ND, 84 hours
Palliative Care Observation, Sanford Health, Fargo, ND, 8 hours
ICU Rotation, Altru Health System, Grand Forks, ND, 65 hours
Mental Health Rotation, Prairie St. John's, Fargo, ND, 40 hours

Spring 20XX
Spring 20XX
Fall 20XX
Fall 20XX

TEACHING RESUME SECTION EXAMPLES

STUDENT TEACHING EXPERIENCE

Centennial Elementary School, Fargo, ND
Student Teacher, fifth grade

January 20XX–May 20XX

- Utilized creativity to develop curriculum and teach a diverse class of 20 students
- Displayed strong organizational skills by completing 12 math and science lesson plans in a timely manner
- Incorporated successful classroom management using xyz theory of behavior management
- Demonstrated effective communication skills with more than 40 parents and collaborated with seven other teachers and staff

ENGINEERING PROJECT EXAMPLE

ENGINEERING PROJECT

Senior Capstone, NDSU

Spring 20XX

Reverse Engineer a Model Combat Tank

- Applied conceptual modeling and engineering skills while developing 3D models and blueprints for over 50 individual and interworking parts of a model combat tank
- Utilized technology and CAD software including PTC Creo and digital calipers to complete modeling
- Developed project management skills by serving as team leader, developing and adhering to an overall work plan and delegating assignments to team members
- Displayed strong communication skills when presenting project process and results to professor and classmates

OTHER ACADEMIC PROJECT EXAMPLE

ACADEMIC PROJECT

Experiential Retailing, NDSU

Fall 20XX

Fashion Merchandising Secondary Brand Proposal

- Incorporated marketing, brand management and style concept theories to design a secondary brand proposal for a major retailer
- Utilized design and art skills while creating concept drawings of possible pieces, including eight original designs
- Created store layout concept, including all visual merchandising and product placement to optimize sales of secondary brand while adhering to established brand concepts
- Gained knowledge of budgeting by developing a financial plan for secondary brand launch

RESEARCH PROJECT EXAMPLE

RESEARCH EXPERIENCE

NDSU Pharmacology Lab, Fargo, ND

June 20XX–Present

Research Assistant

- Demonstrate flexibility and adaptability by assisting graduate students with the day-to-day operations of their individual research
- Hone ability to work in a fast-paced, changing workplace while being responsible for up to five projects at one time
- Display attention to detail by accurately documenting progress and measurable changes on projects
- Develop technical skills by utilizing basic and advanced lab equipment, technology, protocol and vernacular on a daily basis

COMPUTER AND TECHNICAL SKILLS EXAMPLE

COMPUTER SKILLS

Operating System	Windows 7/XP, Unix, Linux
Programming Languages	C# 3.5/4.0, C++, Object Oriented Programming
Web Technologies	ASP.NET, Java Script, CSS, HTML
Databases	SQL SERVER 2008, SQL SERVER 2008 R2, Oracle 9i
Software	Microsoft Access, Excel, Word, PowerPoint