

PARTS OF A RESUME

CONTACT INFORMATION

- Name
- Address
- Phone
- Email / LinkedIn

JOB OBJECTIVE

- Job title
- Functional area

SUMMARY STATEMENT

- Relevant education and experience
- Relevant skills for the job objective - “buzz words”
- Personal qualities

EXPERIENCE

- Relevant to job objective
- Use action words in the past tense
- Include accomplishments when possible

EDUCATION & TRAINING

- Relevant to job objective
- Include expected date of completion

Summary Statement

The summary statement is an effective tool to communicate what you have to offer to a prospective employer. The summary statement is usually placed at the top of your resume, right after the job objective.

Here is a **three-part formula** for developing your summary statement:

FIRST PART: *“Recently completed a certificate program in _____ with hands on experience doing _____.”*

Describe your training and related experience obtained through classwork or projects.

SECOND PART: *“Skills include _____.”*

List your skills, highlighting job-specific skills that make you qualified for the position.

THIRD PART: _____ and _____ person with a reputation for _____.

Describe any personal qualities that might be relevant to your desired position.

Examples of Summary Statements:

Administrative Assistant

Over seven years of experience as an administrative assistant, working in fast-paced business environments. Skills include: typing 60+wpm, proficiently working with MS Word, Excel, and other various PC applications, coordinating and scheduling travel, special events and projects. Dependable professional possessing excellent organization and communication skills.

Auto Repair

ASE certified automotive technician with hands-on experience in automotive repair, including diagnostic testing. Strong ability to explain technical diagnoses and needed repairs to non-mechanical individuals. Reliable, honest, and trustworthy with excellent customer-service skills.

Culinary Arts

ServSafe certified with experience in food preparation, including washing, portioning, chopping, weighing, measuring, and mixing ingredients. Strong understanding of the need to rotate inventory and maintain a sanitary work environment. Ability to handle multiple priorities with excellent written and verbal communication skills.

TRANSFERABLE SKILLS

FINANCE

- | | | | |
|--|--|---|------------------------------------|
| <input type="checkbox"/> Accounting | <input type="checkbox"/> Balancing | <input type="checkbox"/> Forecasting | <input type="checkbox"/> Resolving |
| <input type="checkbox"/> Adjusting | <input type="checkbox"/> Bookkeeping | <input type="checkbox"/> Managing | <input type="checkbox"/> Solving |
| <input type="checkbox"/> Administering | <input type="checkbox"/> Calculating | <input type="checkbox"/> Planning | |
| <input type="checkbox"/> Allocating | <input type="checkbox"/> Computing | <input type="checkbox"/> Preparing | |
| <input type="checkbox"/> Analyzing | <input type="checkbox"/> Consolidating | <input type="checkbox"/> Projecting | |
| <input type="checkbox"/> Appraising | <input type="checkbox"/> Depositing | <input type="checkbox"/> Reconciling | |
| <input type="checkbox"/> Auditing | <input type="checkbox"/> Developing | <input type="checkbox"/> Record-keeping | |
| <input type="checkbox"/> Budgeting | <input type="checkbox"/> Estimating | <input type="checkbox"/> Researching | |

CREATIVE

- | | | | |
|--|---|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Abstracting | <input type="checkbox"/> Discriminating | <input type="checkbox"/> Instituting | <input type="checkbox"/> Playing |
| <input type="checkbox"/> Acting | <input type="checkbox"/> Dramatizing | <input type="checkbox"/> Integrating | <input type="checkbox"/> Revitalizing |
| <input type="checkbox"/> Conceptualizing | <input type="checkbox"/> Drawing | <input type="checkbox"/> Introducing | <input type="checkbox"/> Sculpting |
| <input type="checkbox"/> Constructing | <input type="checkbox"/> Establishing | <input type="checkbox"/> Inventing | <input type="checkbox"/> Shaping |
| <input type="checkbox"/> Creating | <input type="checkbox"/> Fashioning | <input type="checkbox"/> Memorizing | <input type="checkbox"/> Sharing |
| <input type="checkbox"/> Customizing | <input type="checkbox"/> Founding | <input type="checkbox"/> Originating | <input type="checkbox"/> Singing |
| <input type="checkbox"/> Designing | <input type="checkbox"/> Generating | <input type="checkbox"/> Painting | <input type="checkbox"/> Synthesizing |
| <input type="checkbox"/> Developing | <input type="checkbox"/> Illustrating | <input type="checkbox"/> Perceiving | <input type="checkbox"/> Visualizing |
| <input type="checkbox"/> Directing | <input type="checkbox"/> Imagining | <input type="checkbox"/> Performing | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Discovering | <input type="checkbox"/> Innovating | <input type="checkbox"/> Planning | |

TECHNICAL / MANUAL

- | | | | |
|--------------------------------------|--------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Assembling | <input type="checkbox"/> Drilling | <input type="checkbox"/> Making | <input type="checkbox"/> Repairing |
| <input type="checkbox"/> Bending | <input type="checkbox"/> Driving | <input type="checkbox"/> Manipulating | <input type="checkbox"/> Setting-up |
| <input type="checkbox"/> Binding | <input type="checkbox"/> Engineering | <input type="checkbox"/> Moving | <input type="checkbox"/> Shipping |
| <input type="checkbox"/> Building | <input type="checkbox"/> Fabricating | <input type="checkbox"/> Operating machinery | <input type="checkbox"/> Solving |
| <input type="checkbox"/> Calculating | <input type="checkbox"/> Feeding | <input type="checkbox"/> Operating tools | <input type="checkbox"/> Sorting |
| <input type="checkbox"/> Controlling | <input type="checkbox"/> Fixing | <input type="checkbox"/> Overhauling | <input type="checkbox"/> Tending |
| <input type="checkbox"/> Cutting | <input type="checkbox"/> Grinding | <input type="checkbox"/> Packing | <input type="checkbox"/> Testing |
| <input type="checkbox"/> Delivering | <input type="checkbox"/> Handling | <input type="checkbox"/> Programming | <input type="checkbox"/> Typing |
| <input type="checkbox"/> Designing | <input type="checkbox"/> Installing | <input type="checkbox"/> Pulling | <input type="checkbox"/> Weighing |
| <input type="checkbox"/> Devising | <input type="checkbox"/> Lifting | <input type="checkbox"/> Punching | |
| <input type="checkbox"/> Diagnosing | <input type="checkbox"/> Maintaining | <input type="checkbox"/> Remodeling | |

DETAIL / CLERICAL

- | | | | |
|--------------------------------------|--|--|--|
| <input type="checkbox"/> Approving | <input type="checkbox"/> Dispatching | <input type="checkbox"/> Inspecting | <input type="checkbox"/> Responding |
| <input type="checkbox"/> Arranging | <input type="checkbox"/> Dispensing | <input type="checkbox"/> Inventorying | <input type="checkbox"/> Retaining |
| <input type="checkbox"/> Cataloguing | <input type="checkbox"/> Distributing | <input type="checkbox"/> Logging | <input type="checkbox"/> Retrieving |
| <input type="checkbox"/> Checking | <input type="checkbox"/> Enforcing | <input type="checkbox"/> Monitoring | <input type="checkbox"/> Tabulating |
| <input type="checkbox"/> Classifying | <input type="checkbox"/> Executing | <input type="checkbox"/> Operating | <input type="checkbox"/> Screening |
| <input type="checkbox"/> Collating | <input type="checkbox"/> Extracting | <input type="checkbox"/> Organizing | <input type="checkbox"/> Specifying |
| <input type="checkbox"/> Collecting | <input type="checkbox"/> Facilitating | <input type="checkbox"/> Preparing | <input type="checkbox"/> Systematizing |
| <input type="checkbox"/> Comparing | <input type="checkbox"/> Filing | <input type="checkbox"/> Processing | <input type="checkbox"/> Transcribing |
| <input type="checkbox"/> Compiling | <input type="checkbox"/> Following through | <input type="checkbox"/> Proof-reading | <input type="checkbox"/> Validating |
| <input type="checkbox"/> Copying | <input type="checkbox"/> Generating | <input type="checkbox"/> Purchasing | |
| <input type="checkbox"/> Detecting | <input type="checkbox"/> Implementing | <input type="checkbox"/> Recording | |

RESEARCH

- | | | | |
|---------------------------------------|--|--|--|
| <input type="checkbox"/> Analyzing | <input type="checkbox"/> Examining | <input type="checkbox"/> Interpreting | <input type="checkbox"/> Researching |
| <input type="checkbox"/> Ascertaining | <input type="checkbox"/> Experimenting | <input type="checkbox"/> Interviewing | <input type="checkbox"/> Surveying |
| <input type="checkbox"/> Clarifying | <input type="checkbox"/> Extracting | <input type="checkbox"/> Investigating | <input type="checkbox"/> Synthesizing |
| <input type="checkbox"/> Collecting | <input type="checkbox"/> Extrapolating | <input type="checkbox"/> Isolating | <input type="checkbox"/> Systematizing |
| <input type="checkbox"/> Critiquing | <input type="checkbox"/> Gathering | <input type="checkbox"/> Organizing | <input type="checkbox"/> Summarizing |
| <input type="checkbox"/> Deciding | <input type="checkbox"/> Identifying | <input type="checkbox"/> Reading | <input type="checkbox"/> Troubleshooting |
| <input type="checkbox"/> Diagnosing | <input type="checkbox"/> Inspecting | <input type="checkbox"/> Receiving | <input type="checkbox"/> Writing |

HELPING

- | | | | |
|--------------------------------------|--|---|--|
| <input type="checkbox"/> Adjusting | <input type="checkbox"/> Demonstrating | <input type="checkbox"/> Leading | <input type="checkbox"/> Rendering |
| <input type="checkbox"/> Assessing | <input type="checkbox"/> Diagnosing | <input type="checkbox"/> Listening | <input type="checkbox"/> Representing |
| <input type="checkbox"/> Attending | <input type="checkbox"/> Directing | <input type="checkbox"/> Mentoring | <input type="checkbox"/> Servicing |
| <input type="checkbox"/> Caring | <input type="checkbox"/> Educating | <input type="checkbox"/> Motivating | <input type="checkbox"/> Speaking |
| <input type="checkbox"/> Clarifying | <input type="checkbox"/> Expediting | <input type="checkbox"/> Observing | <input type="checkbox"/> Understanding |
| <input type="checkbox"/> Classifying | <input type="checkbox"/> Facilitating | <input type="checkbox"/> Referring | |
| <input type="checkbox"/> Coaching | <input type="checkbox"/> Familiarizing | <input type="checkbox"/> Rehabilitating | |
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Guiding | <input type="checkbox"/> Relating | |

TEACHING

- | | | | |
|--|--|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> Adapting | <input type="checkbox"/> Demonstrating | <input type="checkbox"/> Goal-setting | <input type="checkbox"/> Motivating |
| <input type="checkbox"/> Adopting | <input type="checkbox"/> Demystifying | <input type="checkbox"/> Guiding | <input type="checkbox"/> Performing |
| <input type="checkbox"/> Advising | <input type="checkbox"/> Developing | <input type="checkbox"/> Influencing | <input type="checkbox"/> Persuading |
| <input type="checkbox"/> Briefing | <input type="checkbox"/> Educating | <input type="checkbox"/> Informing | <input type="checkbox"/> Presenting |
| <input type="checkbox"/> Clarifying | <input type="checkbox"/> Enabling | <input type="checkbox"/> Initiating | <input type="checkbox"/> Stimulating |
| <input type="checkbox"/> Coaching | <input type="checkbox"/> Encouraging | <input type="checkbox"/> Inspiring | <input type="checkbox"/> Teaching |
| <input type="checkbox"/> Communicating | <input type="checkbox"/> Evaluating | <input type="checkbox"/> Instructing | <input type="checkbox"/> Training |
| <input type="checkbox"/> Coordinating | <input type="checkbox"/> Explaining | <input type="checkbox"/> Inventing | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Deciding | <input type="checkbox"/> Facilitating | <input type="checkbox"/> Lecturing | <input type="checkbox"/> Valuing |

MANAGEMENT

- | | | | |
|--|---------------------------------------|--|--|
| <input type="checkbox"/> Addressing | <input type="checkbox"/> Controlling | <input type="checkbox"/> Increasing | <input type="checkbox"/> Problem-solving |
| <input type="checkbox"/> Administering | <input type="checkbox"/> Coordinating | <input type="checkbox"/> Initiating | <input type="checkbox"/> Producing |
| <input type="checkbox"/> Analyzing | <input type="checkbox"/> Delegating | <input type="checkbox"/> Inspiring | <input type="checkbox"/> Recommending |
| <input type="checkbox"/> Anticipating | <input type="checkbox"/> Developing | <input type="checkbox"/> Managing | <input type="checkbox"/> Reviewing |
| <input type="checkbox"/> Appraising | <input type="checkbox"/> Directing | <input type="checkbox"/> Mentoring | <input type="checkbox"/> Scheduling |
| <input type="checkbox"/> Assessing | <input type="checkbox"/> Evaluating | <input type="checkbox"/> Motivating | <input type="checkbox"/> Strengthening |
| <input type="checkbox"/> Assigning | <input type="checkbox"/> Executing | <input type="checkbox"/> Organizing | <input type="checkbox"/> Supervising |
| <input type="checkbox"/> Attaining | <input type="checkbox"/> Expanding | <input type="checkbox"/> Overseeing | <input type="checkbox"/> Team-building |
| <input type="checkbox"/> Chairing | <input type="checkbox"/> Firing | <input type="checkbox"/> Piloting | <input type="checkbox"/> Troubleshooting |
| <input type="checkbox"/> Charting | <input type="checkbox"/> Generating | <input type="checkbox"/> Planning | |
| <input type="checkbox"/> Consolidating | <input type="checkbox"/> Hiring | <input type="checkbox"/> Policy-making | |
| <input type="checkbox"/> Contracting | <input type="checkbox"/> Improving | <input type="checkbox"/> Prioritizing | |

COMMUNICATION

- | | | | |
|--|---------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Addressing | <input type="checkbox"/> Directing | <input type="checkbox"/> Learning | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Arbitrating | <input type="checkbox"/> Drafting | <input type="checkbox"/> Lecturing | <input type="checkbox"/> Reasoning |
| <input type="checkbox"/> Arranging | <input type="checkbox"/> Editing | <input type="checkbox"/> Listening | <input type="checkbox"/> Reconciling |
| <input type="checkbox"/> Authorizing | <input type="checkbox"/> Enlisting | <input type="checkbox"/> Mediating | <input type="checkbox"/> Recruiting |
| <input type="checkbox"/> Collaborating | <input type="checkbox"/> Facilitating | <input type="checkbox"/> Moderating | <input type="checkbox"/> Selling |
| <input type="checkbox"/> Convincing | <input type="checkbox"/> Formulating | <input type="checkbox"/> Motivating | <input type="checkbox"/> Translating |
| <input type="checkbox"/> Corresponding | <input type="checkbox"/> Helping | <input type="checkbox"/> Obtaining | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Influencing | <input type="checkbox"/> Persuading | |
| <input type="checkbox"/> Creating | <input type="checkbox"/> Interpreting | <input type="checkbox"/> Promoting | |
| <input type="checkbox"/> Developing | <input type="checkbox"/> Leading | <input type="checkbox"/> Publicizing | |

PERSONAL QUALITIES

- | | | | |
|-----------------------|---------------------|----------------------------|--------------------------------|
| _____ Articulate | _____ Dynamic | _____ Observant | _____ Sincere |
| _____ Artistic | _____ Efficient | _____ Open-minded | _____ Straight forward |
| _____ Calm | _____ Energetic | _____ Organized | _____ Thorough |
| _____ Careful | _____ Enterprising | _____ Out-going | _____ Tolerant |
| _____ Charismatic | _____ Enthusiastic | _____ Patient | _____ Willing to work overtime |
| _____ Cheerful | _____ Flexible | _____ Perceptive | _____ Work quickly |
| _____ Committed | _____ Goal-directed | _____ Positive attitude | _____ Work well under pressure |
| _____ Confident | _____ Hard working | _____ Produce quality work | |
| _____ Conscientious | _____ Helpful | _____ Professional | |
| _____ Consistent | _____ Imaginative | _____ Punctual | |
| _____ Cooperative | _____ Independent | _____ Purposeful | |
| _____ Creative | _____ Innovative | _____ Reliable | |
| _____ Decisive | _____ Insightful | _____ Resourceful | |
| _____ Dedicated | _____ Influential | _____ Responsible | |
| _____ Dependable | _____ Knowledgeable | _____ Responsive | |
| _____ Detail oriented | _____ Learn quickly | _____ Safety conscious | |
| _____ Diligent | _____ Methodical | _____ Sense of humor | |
| _____ Disciplined | _____ Motivated | _____ Show leadership | |

YOUR JOB-SPECIFIC SKILLS

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Writing Your Summary Statement

The summary statement should be a concise and powerful summary of who you are and why you are the best candidate for the targeted job. In writing your summary statement, describe your most marketable skills in three concise sections.

In the spaces below write your specific job objective and then work sentence by sentence, referring to page two for examples.

Hints:

- Use the job description to identify relevant skills.
- Use the lists of transferable skills and personal qualities to identify your skills.

SPECIFIC JOB OBJECTIVE: _____

FIRST Part: (Relevant Training)

SECOND Part: (Job Specific and Transferable Skills)

THIRD Part: (Personal Qualities)

Presenting Your Skills and Accomplishments

An effective way to show your skills and personal qualities is to illustrate them with a brief example or story.

PSR

Problem or situation (not written on resume, implied)

Solution (how you took action)

Result of your effort

Notice the difference between the traditional statements, which list your duties and the PSR statement which is specific and results focused. Note that just the **Solution** and **Results** are stated on the resume. *The problem is simply implied.*

EXAMPLE 1:

Traditional: Trained personnel.

PSR:
Problem: Staff accidents and injuries occurring on the job
Solution: Developed training materials and presented to staff
Result: Fewer injuries occurred by educated staff

Statement for Resume (accomplishment): Designed safety training manuals and trained department personnel, increasing staff awareness and decreasing work-related injuries.

EXAMPLE 2:

Traditional: Provided good customer service.

PSR:
Problem: Customer calls were not being routed efficiently
Solution: Suggested quicker method
Result: More satisfied customers due to speed that calls were routed

Statement for Resume (accomplishment): Suggested more-efficient method of routing customer calls, which resulted in quicker response time and improved customer service.