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of MANAGEMENT

Career Services Office

University of New Mexico Anderson School of Management Career Services

RESUME GUIDE

Anderson Career Services is here to help you reach your professional goals.
Contact us today to schedule an appointment.

UNM Anderson Career Services Office

jobs.mgt.unm.edu

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RESUME GUIDE

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PURPOSE OF A RESUME

Most people equate preparation for the job search with having an excellent resume. While a resume is one of the most important tools in your job search, it's important to place it into context by discussing the purpose of the resume, its definition, and finally, what the resume is **not**.

- **A resume is a marketing document.** It is not an autobiography, or a simple recitation of your professional activities.
- **A resume is designed to get you an interview.** It will not land you the job. It is one piece in the larger puzzle of career preparedness.
- **A resume is always tailored to the position and the industry.** Never send a “generic” or “template” resume to an employer.
- **A resume has a clear message and focus and aligns with the employer’s stated needs.** Making the case to a prospective employer will be easier once you have conducted self-assessments and have a solid understanding of how your unique abilities, skills, knowledge, and experience will meet the needs of the position.

WRITE THE RIGHT RESUME

Because your resume is a marketing document, it is essential to ensure that you are highlighting only information that is **relevant** to the posting, the company, and your industry. This means that when you meet with a Career Services member, s/he may tell you to **minimize** certain information and **maximize** other information, depending on the position and the industry.

Create a new resume for each position. Every job requires a specific set of skills, knowledge, qualifications, and abilities. Remember that it is your job to convince the employer that you are a good candidate for an interview, so stress the skills and experiences that are **relevant** and **applicable** to the job and the industry.

If you discover a job opportunity through networking and do not have a job description, use industry research websites such as O*Net (www.onetonline.org), the Bureau of Labor Statistics (www.bls.gov), and Linked In (www.linkedin.com) to learn more about the industry to which you are applying. Use your contact to find out more about the position, and use the organization’s website to learn more about their values, mission statement, and more.

REMEMBER! You should be able to answer the following questions about all pieces of your resume:

- What **SPECIFIC** value does this piece of information add to my resume?
- How is this information **TAILORED** to the job description?
- How does this information **DIFFERENTIATE** me from other candidates?



Follow these steps to help you customize your resume.

- Sit in the recruiter's chair.** Employers want to know how you can immediately add value to their organization. They use job descriptions to outline the ideal candidate, and it's your job to describe how you meet or exceed these expectations. Consider what the most important characteristics are and then assess how your skills, abilities, and experience meet those requirements. Use the job description analysis tool in Appendix A to help you perform this assessment.
 - Attributes that employers seek on a resume include:**
 - Leadership position
 - Extracurricular activities
 - High GPA (3.0 or above)
 - Relevant work experience (internship and job)
 - Teamwork
 - Communication skills
 - Problem solving skills¹
- Use keywords from the job description.** Many resumes are uploaded to databases where employers use Applicant Tracking System (ATS) software to filter non-relevant resumes. While maintaining scrupulous honesty, utilize as much language, including adjectives and verbs, as you can on your resume. This will help ensure that any filters run on your resume will pick up keywords and move your resume to the top of the list.
 - A quick note about “white text” or “white font”:** Quite simply, don't use it. This refers to the practice of packing your resume with relevant keywords but using white font to make it appear invisible, but enable ATS software to pick up the keywords. Not only does this demonstrate questionable ethics in resume writing, but it can backfire as resume software will highlight the keywords and expose the device immediately.
- List accomplishments, not duties.** Your resume is not a laundry list of everything you ever did at your position, but rather should carefully construct a narrative of the value you've added to your organization(s). Show the prospective employer that you have demonstrated your skill areas by including examples from your academic and professional experiences. Describe what you did and what occurred as a result of your action. Work to begin sentences with **quantifying** verbs (increased, decreased, saved) that highlight your accomplishment, then add detail. Some examples that can frame your thinking about this topic could include:
 - A time when you achieved greater results with the same resources (increased efficiency, increased sales, decreased turnover)
 - A time when you achieved the same results with fewer resources
 - A time when you improved operations or existing processes
 - A time when you had to resolve an urgent situation, or respond quickly to a rapidly changing environment

¹ National Association of Colleges and Employers (2011). *Job Outlook 2012*. Online available at www.naceweb.org.



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- A time when you developed new or innovative content
 - A time when you identified a need for a plan, program, service, product
 - Any original materials you prepared, including documents, presentations, articles, or other work materials
 - A time when you trained others
 - A time when you demonstrated exceptional leadership ability
4. **Critically assess.** Review your education, professional and academic history, and accomplishments. Identify your top strengths and motivations, the skills you have employed or developed in your past, and then highlight them in a way that is relevant to the job description. Use the job description analysis exercise in the following section to conduct your assessment.
- **Transferrable Skills.** Students who do not have a great deal of relevant industry experience or seasoned professionals who are engaging in a career transition may worry that their lack of related experience will be damaging in their job search. To address this concern, focus on transferrable skills. Transferrable skills refer to the skill set accumulated during any academic or professional experience, and can include communication skills, leadership skills, teamwork, training, taking initiative, showing motivation, and much more. Make a list of these skills, no matter where you attained them, and then use the job description analysis tool to demonstrate how non-industry specific employment and academic experience can make you a competitive candidate. If you get stuck, imagine you are leaving your current position and that you need to describe the skills needed by an employee who will be replacing you.
 - **Example: Retail Experience.** To successfully work in retail, you utilize a robust skill set that highlights a variety of strengths that employers seek. These might include: ability to work on a team, leadership, communication skills, strong work ethic, and interpersonal skills. For a full list of the top attributes employers seek on an applicant's resume, see Appendix B.
5. **Quantify when possible.** A resume is typically a block of text, and using numbers in your resume serves two purposes. First, it provides the employer with a sense of the scope of your accomplishment (i.e. "improved sales" becomes strengthened when we add *by how much sales increased*). Second, it provides a welcome visual break in the very text-heavy resume. The eye is naturally drawn to novelty, and you can use this to your advantage by including specific numbers, percent signs, dollar amounts, and more as it's appropriate and relevant to your experience.
6. **Edit, remove redundant information, and edit some more.** It's important to have a strong message, but not to repeat things until they lose meaning. For example, if you are highlighting strong communication skills, pick the best example that demonstrates your strength in this area, then change the wording or remove completely other references to communication skills.

See Appendix A for a detailed explanation of how you will use research and resources to customize your resume in the Job Description Analysis Section.



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APPEARANCE AND FORMATTING

The first thing a recruiter will notice about your resume is its appearance. A resume that is riddled with typos, uses microscopic font, or is disorganized will make an immediate negative impression, possibly removing you from consideration for the position. To avoid this outcome, focus on making your resume neat, clean, and well-organized. Help employers see the most relevant information by utilizing resume “real estate” and highlighting important organizational information, including headings and emphasized material.

1. **Font.** Stick to a clean, simple font (Arial, Calibri, Times New Roman) and keep the font size larger than 10.
Marketing students: You may find it beneficial to include a more creative style in your heading or contact information. Typically there is more lenience with resume formatting in the arts/media fields, but use your good judgment about what is appropriate in your field and for that company.
 - Highlight your name. Use a larger font for this.
 - Use only one font.
2. **Bold/Italics.** Use good judgment about bold/italic font. Make effective use by using it only to appropriately emphasize certain material and to visually organize the resume. General guidelines for highlighting are for each section on your resume, and for certain types of results achieved. Remember that if you highlight everything, you are calling attention to nothing!
3. **Margins.** No smaller than 0.5” and put spaces between each section. A block of solid text is very difficult to read.
4. **Printing.** Use high quality bond paper (24 lb) in white or cream. Avoid trendy paper or colors (note that this may differ depending on the industry). Final printing should be done on a high quality laser printer.
5. **Length.** The standard is one page, unless your experience warrants a full two pages. Typically this occurs following 5 years of directly related industry experience.

A note on electronic correspondence (email and databases)

Many times you will be asked to submit your resume and application materials electronically or by uploading them to a database, such as Lobo Career Connection. Before uploading or sending your materials via email, save a version as a PDF which cannot be altered and will not change its formatting when uploaded to a database.

Make sure you follow all the instructions for applying electronically—employers will use this as a measure to see how well you can follow directions. If they ask for an attachment, make sure to send the resume as an attachment and **not** in the body of the email.

Resume Templates

There are many computer programs that provide templates for resumes and cover letters. Although it may be tempting to plug in your information to a pre-constructed template, it is best to avoid these templates as they can be constricting and may cause you to include information that is not beneficial to your resume, such as an “interests” section or the “objective” section.

Start your resume by working through the steps provided in this guide, and then format the resume.



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CLARITY

Remember that you will likely not be present to explain the content on your resume to the recruiter, so it is imperative to make your resume complete, clear, and easy to read. Employers will spend **no more than 6-10 seconds** reviewing your resume—if they can't find the information they are looking for quickly and easily, you may miss out on the opportunity to interview. Follow these tips to make sure your resume is clear and concise.

1. **Use Action Verbs.** Every line or bullet point should begin with an action, or active, verb, such as negotiated, implemented, developed, or designed. Avoid words and phrases such as “responsible for”, or “duties included”.
2. **Be descriptive.** Remember the employer likely has no prior knowledge of you or your accomplishments, and it is your job to tell him/her exactly what you did when it is relevant to the job and the industry. If your accomplishments are not in a directly related field, remember to speak more broadly in terms of transferrable skills as discussed in the previous section.
3. **Use consistent formatting.** Stick to one font, one font size, consistent spacing, consistent headings. If you use bullet points, make certain they are aligned, the same size, and used in the same way.
4. **Verb tense.** Prior experience should be written in past tense. Only your current position(s) should be written in present tense.
5. **Emphasize keywords, not filler words.** Resumes are more effective when only keywords and phrases are used, rather than lots of filler words such as “the” and “a”. You do not need to use complete sentences on your resume.
6. **First person.** Do not use “I,” “me,” “my,” “our,” “ours,” in your resume. It is a third person document. There may be limited exceptions when discussing a group academic project.
7. **Abbreviations and acronyms.** Do not abbreviate words, except for states or months of the year. If you use an acronym, you **MUST** spell out the complete name first, with the acronym in parentheses, and then you may use the acronym when you need to reference the name.
 - Example: Designed marketing strategy for American Civil Liberties Union (ACLU). Developed series of 6 webinars focusing on rights of ACLU workers.

ACCURACY

It is **NEVER** acceptable to falsify, exaggerate, or invent information on your resume. Misrepresentation is grounds for termination in most organizations, even if many years have passed since you received the job. Additionally, since many employers conduct thorough background checks prior to finalizing a hiring decision, deceit will be quickly uncovered. Even if you do not engage in outright lying on your resume, the following are some examples where you will need to be careful to be scrupulously honest on your resume:

1. **Grade point average.** Do not round your GPA up. It is permissible to include a “concentration-specific” GPA for your time at Anderson but you must clearly state the difference. Generally, include a GPA if you have fewer than 2 years’ professional experience, or if you are asked to provide it. Include your GPA if it is over 3.0.



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2. **Dates of employment.** Do not attempt to extend these dates in order to hide gaps in employment as an employer will easily uncover this information in a background check. If you do have gaps in employment, talk to Career Services about the best way to present this information.

ERROR FREE

Always proofread your resume before sending it to anyone. Proofread it more than once, and ideally have more than one set of eyes proofread your resume (bringing it to Career Services prior to sending it is a great way to do this!). Check and re-check your margins, spacing, font size, verb tense, contact information, and visual organization.

Read your resume backward, word by word, to check for typos. This will prevent you from visually filling in typos because you have to focus on the words themselves rather than the meaning of the content.

Remember—errors on a resume are one of the top reasons candidates are excluded from consideration. Plan ahead and make an appointment with Career Services prior to sending your application materials to an employer.

Review of Your Job Application Materials by Career Services

Career Services is here to help you present a professional application package, which we do through targeted resume reviews, periodic workshops, and information sessions. A review by Career Services is based on our understanding of the information you present—therefore, it is your responsibility to provide us with accurate, honest information.

Ideal times to make an appointment with Career Services include:

- Creating your first draft
- Adding new experience (internship, employment, academic)
- Significant revisions to format or content
- Transferring fields



ANATOMY OF A WINNING RESUME

Heading/Contact information

The heading of your resume includes:

- Your name
- Current address (local address if necessary)
- Telephone number
- Email address
 - Ensure that your email address is professional and appropriate. Email addresses such as clubgirl@gmail.com or swagger2012@hotmail.com are not appropriate and will send a negative message to the employer, even if solid content follows.
 - Remove the hyperlink—no blue on your resume.

If you are relocating, do your best to use a mailing address in that area. If that's not possible, address in the cover letter. See an example below:

LOBO LOUIE
lobolouie@unm.edu

Local Address
1234 Main Street
Albuquerque, NM, 87131
(505) 222-1234

Permanent Address
5678 Lobo Lane
Denver, CO, 80201
(321) 444-7890

For a local position:

LUCY A. LOBO
123 Vassar St. SE
Albuquerque, NM 87131
(505) 222-1212
lucylobo@unm.edu

Skills Summary vs. Objective Statement

Many resume templates include a space for an objective statement. When employers are polled, they typically respond that an objective statement tells them something they already know: that you are applying for a position with their firm. Instead of including redundant information, some people choose to include a strong skills summary section below their contact information.



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A skills summary section can be composed of bullet points or it may be written in paragraph form. It is succinct, direct, and clearly communicates a “30-second commercial” demonstrating the value you will add to the organization. Use a descriptive positioning statement such as “Marketing MBA,” “accounting student,” “operations and logistics manager.” Then, use your industry/job description knowledge to highlight the top 2-3 most important skills you possess. This can be a daunting task, so don’t forget to come to Career Services for help and coaching on communicating your message.

Examples of strong skills summary sections can be found in the Appendices.

Education Section

Although we are discussing this as the next section on the resume (as it is for many students who are beginning their professional careers), it is important to note that this section may move depending on the message you are presenting to your employer. If your recent degree is one of the top things you are marketing to an employer, it makes sense to place it higher on the resume. However, if you are a transitioning professional or have more than 3 years’ professional experience in your field, your work history will be more relevant to an employer than your degree.

Wherever you place the education section, follow the guidelines below to shape it:

- **Present information in reverse chronological order.**
- **Remove high school degree after your first year of college.** It is typically recommended to remove an associate’s degree once you are enrolled toward a bachelor’s degree, unless the associate’s degree is in a field directly relating to the position.
- **Degree.** Highlight your degree, rather than the school. Spell it out completely. If you are a candidate for a degree, include your expected date of graduation. Expected graduation date goes on the same line as the degree, immediately following the degree or right justified.
- **Concentration.** Place a comma after the degree you will or have received and state your concentration (s)
- **School.** Underneath the degree, state the full name of your school (Anderson School of Management, University of New Mexico) as well as the city and state.
- **GPA.** Include if 3.0 or above. Do not round your GPA up.
- **Honors.** You can include honor societies or special recognition in this section, or you may reserve it for a separate section later in the resume. Talk to Career Services for guidance about the best placement for these types of recognition.

Experience Section

The experience section should be in reverse chronological order. However, it is possible to group sections of experience in different ways to highlight certain experiences over others. For example, you may include a “Related Experience” section to highlight internship and academic experience, and create an “Additional Experience” section underneath to include jobs outside of your industry. Some examples of experience section titles include:

- Relevant/Related Academic Projects
- Marketing (or other concentration) Projects
- Accounting (or other concentration) Experience (can include internship, volunteer, academic experience or any combination of these)
- Relevant Experience
- Additional Experience
- Leadership Experience (or other relevant skill listed in job description or in job title)



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- Internship Experience

Talk to Career Services if you are unsure about grouping your experiences together. Whatever title you use, make sure each section is in reverse chronological order.

Keep the format of the experience section consistent with the education section. List the name of the firm/organization in the same way you listed the names of your educational institutions.

Depending on where you completed your experience, you may want to highlight the **job title** or the **organization name**. For example, if you worked at a major company with lots of name recognition, you may decide it is more beneficial to highlight the company name rather than a job title like “Student Intern.” Alternatively, if you have an impressive job title at a less well-known organization, it is likely you will want to highlight your title, rather than the company name.

However you decide to format the headings in this section, include this information:

1. **Employer name.** Only describe the company if it is obscure or the name does not indicate the function of the company.
2. **Location.** City and state. Located underneath or next to the employer name.
3. **Job title.** Either directly above or directly below the employer’s name.
4. **Dates of employment.** Listed after the city and state of employer or after the job title, either immediately after the text or right justified. In the U.S. we read from left to right and top to bottom so it is often easier for recruiters to see this information if it is organized this way. If you held multiple positions in an organization with different titles, list each title on its own line with corresponding dates.
5. **Descriptions:** Refer to the guidelines above about using action verbs and relevant information about your accomplishments. Use a variety of verbs. Bullets may be used to organize the information, or you may present content in paragraph form. Remember to keep your format consistent.

A NOTE ON RESUME REAL ESTATE

Content location on your resume sends a message to the recruiter. Information located at the top of the resume sends a message to the recruiter that this is the most important information about you and your application, so use your resume real estate wisely. As we discuss different sections and where to include certain information, always keep this information in mind.

The top 1/3 of your resume is prime resume real estate, so don’t waste it on a non-essential statement like an objective. Remember that employers will scan your resume very quickly, and you want to make sure you have the best information prioritized and up front on your resume.



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INCLUDING ACADEMIC PROJECTS

One of the benefits of attending Anderson is the emphasis our professors place on providing students with real-world experience through academic projects rooted in real company analysis or consulting work. This is a great opportunity not only to gain experience, but to include this information as relevant academic work on your resume. Academic projects can be placed in an “Experience” section but should be clearly labeled as primarily academic work (with rare exceptions).

Academic projects should be listed with the following information:

1. **Name of class or project.** Do not use a course number or CRN, such as MGMT 502. Employers are not likely to be familiar with Anderson’s course catalogue, so spell out the course name, such as Strategic Management. If possible, include a project name (Honda Civic Marketing Campaign) to help the employer understand the project.
2. **Situation and task.** Briefly outline what the project was designed to accomplish, and what you needed to undertake in order to complete it.
3. **Actions.** What specific actions did you (and your team) take to achieve your goals? Remember to focus on your specific accomplishments in the context of the team (if applicable).
4. **Results.** Employers will want to know the outcome of your work. Even if you did not formally present information or strategy to a client, including feedback from a professor (e.g. “received strong verbal feedback from professor,” “received highest grade out of 10 groups,” etc.) is permissible.

In general, limit your academic projects section to no more than 3 **directly relevant** projects.

LEADERSHIP/EXTRACURRICULAR INVOLVEMENT

Leadership activities and extracurricular involvement can significantly enhance your resume. In general, this is not a required section, unless your specific experience warrants it and leadership is a quality that you must demonstrate on your resume.

List your leadership/extracurricular experience in the same format as the rest of your experience section, keeping dates, spacing, and font the same. Remember to focus on accomplishments, quantifiable data, and results.

With rare exceptions, your leadership experience will follow academic/professional experience as it is meant to enhance the overall resume.

PROFESSIONAL CERTIFICATIONS/MEMBERSHIPS

Depending on the type of professional certification, this section may be oriented at the top of the resume or toward the bottom. Some designations, including CPA, CFA, or other certifications should be highly prioritized, while others which



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may not be directly relevant should be grouped at the bottom of the resume. See Career Services for help placing your professional certifications in the most relevant location.

MISTAKES

1. **Never include personal information beyond contact information.** Age, race, marital status, number of children, and personal interests do not belong on a resume.
2. **Including an objective.** See above for a discussion on this topic.
3. **Writing “Resume” on the document.**
4. **Including irrelevant information.**
5. **Using color, design, or fancy templates.** Note that marketing students may employ some of these techniques depending on the field and the employer.
6. **Listing references.** This includes stating “references available upon request.” It is assumed that if you are providing a professional resume that you can provide professional references.
7. **Attaching photos.**
8. **Too long or too short.** In general, 5+ years experience that is directly related to the position warrants 2 pages. A resume shorter than one full page may signal a warning to an employer. Note that this underscores the importance of gaining relevant experience during your years at Anderson with an internship, part time job, or relevant academic project.
9. **Inconsistent formatting and content.**
10. **Errors.**
11. **Listing duties instead of accomplishments.**
12. **Generalizations and lack of specific information.** Remember that you are selling your skills and experience to the employer—they need to know specific deliverables and accomplishments that you will bring to the position. It’s your job to make the case that the employer should interview you for the position.

NEXT STEPS

Once you have completed a draft of your resume:

1. Make an appointment to have it reviewed with a Career Services representative for more extensive polishing.
2. Upload your resume to Lobo Career Connection.
3. Upload your resume to Linked In.
4. Circulate your resume to your references, professors, and professional network.
5. Apply for opportunities.
6. Review your resume before every interview. Remember that your resume will be used to shape interview questions that are tailored to your experience and skills.
7. Update your resume every time you gain relevant experience.
8. Have confidence in your abilities and your message—remember that no one else has the unique combination of skills, abilities, and innate qualities that make YOU an ideal candidate.



RESUME WITH ERRORS: MARKETING STUDENT (DO NOT USE AS SAMPLE)

LILY LOBO

1234 Lobo Lane NE, Apt 1
Albuquerque NM 87131

foxdesertgirl@gmail.com 2
(505) 222-1234

3 **OBJECTIVE: To find a job that uses my skills as a marketing student in an exciting enviroment.** 4

Education 5

6 BBA, Marketing and Operations, expected May 2012
UNM, Albuquerque, NM

Courses: MGMT 123, MGMT 456, MGMT 697, MGMT 101 7

Skills:

Very hardworking 8

Microsoft word

Get along with others

Strive for excellence

Experience:

Hostes 9

Frontier Restaurants (2008-current)

- 10 • Use my skills to take charge of the restaurant
- Seat customers and help them find tables
- Responsible for filling waters and seeing to customer needs

Internship (McKee Wallwork Cleveland)

- Duties included helping with social media and marketing 11
- Made copies and helped managing partners with presentations
- General administrative tasks as needed



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RESUME WITH ERRORS DISCUSSION

1. Font is not professional.
2. Unprofessional email address; font choice is difficult to read and looks sloppy.
3. Objective statement is unnecessary and extremely vague.
4. Spelling error means this person did not edit her resume.
5. Education and sections that follow are not distinguished from the body of the resume by use of bold or italic font, making it difficult to ascertain most relevant information.
6. Degree and university are not spelled out completely. Anderson School of Management is missing from the Education section.
7. Courses are listed by number with no clues as to why this student is including them.
8. Skills section is very vague and is not tailored to the position or industry. Location on the resume is difficult to understand.
9. A second spelling error reinforces candidate's carelessness
10. Duties, rather than accomplishments are listed. Transferrable skills are not listed. Use of the first person "my" in the first bullet point.
11. Internship duties should be the most relevant information; instead they are buried at the bottom of the resume. Student lists irrelevant information that is not tailored to the position or the industry.



SAMPLE RESUME: MARKETING STUDENT (AFTER REVISION)

LILY T. LOBO 1

1234 Lobo Lane NE, Apt. 4
Albuquerque, NM 87131

lilytlobo@gmail.com 2
Cell (505) 222-1234

Marketing graduate with 2 years' experience designing and developing marketing strategies in academic and professional context. Integrates creative thinking with sedulous attention to detail, exceptional communication skills, and experience leading and managing teams. Proficient in market research software including SPSS; fluent in Adobe Photoshop suite. 3

EDUCATION

Bachelor of Business Administration, Marketing and Operations 5
Anderson School of Management, University of New Mexico
GPA: 3.5

4 May 2012
Albuquerque, NM

MARKETING EXPERIENCE 6

Marketing Intern
Mckee Wallwork Cleveland

1/2010-6/2012
Albuquerque, NM

- 7
Designed social media strategy targeted at Millenials, including implementation of social media presence on Facebook, Linked In, Twitter, and Pinterest
Managed and trained 3 interns in the use of SPSS software and data collection techniques
Created 4 instructional brochures on social media marketing best practices
Recognized as "Intern of the Year"

General Mills Marketing Management Simulation
University of New Mexico

1/2012-5/2012
Albuquerque, NM

- Led team of 5 students in academic simulation of marketing strategy design in partnership with Fortune 500 Company
Oversaw all aspects of design and implementation of comprehensive strategy, including research, product pitch, creation of advertisement, and social media presence
Results: ranked #3 out of 120 teams nationwide; received commendation from marketing department at General Mills

ADDITIONAL EXPERIENCE 8

Hostess
Frontier Restaurant

1/2008-present

- Manage operations of entire restaurant serving up to 250 customers per day, including scheduling, resource allocation, and hiring and personnel issues
Promoted after 6 months to hostess in recognition of leadership ability by senior management
Trained 10 new waiters in all aspects of restaurant operations; developed innovative training modules centering on daily issues encountered in the restaurant



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DISCUSSION

1. Name should be prominent, in a larger font than the text that follows.
2. Professional email address is used, no hyperlink
3. Skills summary section included rather than object statement.
4. Dates are right justified and in alignment.
5. Degree is fully spelled out. Degree is highlighted rather than school.
6. Experience section is divided into relevant experience and additional experience.
7. Applicant lists accomplishments, not duties. Each bullet point begins with an action verb.
8. Additional experience highlights transferrable skills that are relevant to applicant's industry.

SKILLS EMPLOYERS WANT

Ranked in order of importance from a national NACE survey 2011-2012. Note that these are excellent examples of **transferrable skills** that many people acquire doing non-industry related work.

- Ability to work on a team
- Leadership
- Communication skills (written)
- Problem-solving skills
- Strong work ethic
- Analytical/quantitative skills
- Communication skills (verbal)
- Initiative
- Technical skills
- Detail-oriented
- Flexibility/adaptability
- Computer skills
- Interpersonal skills (relates well to others)
- Organizational ability
- Strategic planning skill
- Friendly/outgoing personality
- Creativity
- Entrepreneurial skills/risk-taker
- Tactfulness



EXAMPLE OF O*NET/JOB DESCRIPTION ANALYSIS

This section will cover how to tailor a resume based on the following two conditions:

1. A job description is not available, but industry is known
2. A job description is available

We'll begin with a website that contains valuable industry information. O*Net (www.onetonline.org) is a government database designed to help job seekers research industry and job-specific information. It contains information on hundreds on occupations and includes information including specific job tasks, work styles, attributes, skills, and knowledge required for success in a given field. The database is continually updated by surveying a range of workers from each occupation.

In this scenario, imagine that you've heard about an opportunity in marketing management from a contact in your network. The contact advises you to send her your resume, but she's unable to furnish a job description. How would you approach this challenge?

First, conduct some internet research on the company to find a mission statement, statement of values, clients, and reputation. Next, search for the occupation on O*Net. The following is an example of the material that can be found for occupations on this database.

- Tasks
- Tools and Technology
- Knowledge
- Skills
- Abilities
- Work Activities
- Work Context
- Education needed
- Work Styles
- Work Values
- Wages & Employment Trends (state and national)

Next, perform an industry-specific knowledge assessment based on the following table.

Skills needed for success in Marketing	Meet or Exceed	Examples



Make a list of the skills, knowledge, experience, and abilities provided by the database. Remember that this information comes directly from professionals who are working in this field, so it is a good idea to tailor your information this way. Place that information in the first column.

Next, evaluate your level of skill in each functional area in the second column. If you do not meet basic proficiency in these areas, make an x or delete the line.

Finally, populate the third column with examples everywhere you have noted proficiency. These examples will provide content for your resume, cover letter, and skills summary section. You should know how long you have had these skills, where you acquired them, and then prioritize your top three skills. This will form the core of the message you want to communicate to a prospective employer.

Example:

Skills needed for success in Marketing	Meet or Exceed	Examples
Formulate, direct, and coordinate marketing activities and policies to promote products and services, working with advertising and promotions managers	Meet	2+ years experience in academic context managing a team charged with creating and implementing new marketing strategy for Honda, Google, and Frontier Restaurants.

In the second scenario, a job description is available. For our purposes, the following job description will be used as the basis of discussion:

Conglomerate, USA, seeks a motivated marketing graduate to help construct a new strategy targeting Millennials. The ideal candidate will possess:

- Exceptional communication skills
- Fluency in Social Media, including experience managing social media marketing efforts and campaigns
- Market research experience
- Track record of creative thinking
- Experience managing or leading teams
- Exceptional writing skills
- Strong attention to detail
- Motivation to learn new skills and track record of taking initiative



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ACTION VERB LIST

General Action Verb List

Accelerated	Created	Illustrated	Questioned
Accomplished	Critiqued	Immunized	Raised
Achieved	Decided	Implemented	Recommended
Acquired	Defined	Improved	Recorded
Activated	Delegated	Increased	Recruited
Adapted	Delivered	Informed	Reduced
Adjusted	Demonstrated	Initiated	Rendered
Administered	Derived	Instituted	Repaired
Advised	Designed	Instructed	Reported
Allocated	Detected	Interpreted	Represented
Analyzed	Determined	Interviewed	Researched
Annotated	Developed	Introduced	Resolved
Anticipated	Devised	Invented	Responded
Applied	Directed	Investigated	Restored
Appraised	Distributed	Judged	Retained
Arranged	Drafted	Listened	Retrieved
Articulated	Edited	Maintained	Reviewed
Assembled	Educated	Managed	Revised
Assessed	Effected	Marketed	Rewrote
Assigned	Elicited	Mastered	Routed
Authored	Encouraged	Measured	Scheduled
Balanced	Established	Mediated	Searched
Briefed	Evaluated	Modeled	Selected
Budgeted	Examined	Modified	Served
Built	Executed	Molded	Shaped
Catalogued	Exhibited	Monitored	Shared
Categorized	Expanded	Motivated	Showed
Chaired	Expedited	Named	Simplified
Clarified	Experienced	Negotiated	Solicited
Cleared	Experimented	Observed	Solved
Coded	Explained	Obtained	Specified
Collaborated	Explored	Operated	Spoke
Compared	Facilitated	Ordered	Stimulated
Compiled	Figured	Organized	Structured
Completed	Financed	Originated	Studied
Composed	Focused	Outlined	Supervised
Computed	Forecasted	Oversaw	Supported
Conducted	Formed	Perceived	Synthesized
Consolidated	Formulated	Performed	Targeted
Constructed	Fostered	Persuaded	Taught
Contacted	Founded	Planned	Tested



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Continued
Contracted
Convened
Conveyed
Coordinated
Corresponded
Counseled

Functioned
Generated
Governed
Grouped
Guided
Helped
Identified

Presented
Presided
Printed
Produced
Protected
Provided
Publicized

Trained
Translated
Tutored
Updated
Utilized
Verified
Wrote