



A partner of CONNECT!

RESUME FACTS

WHAT GOES ON THE RESUME?

CONTACT INFORMATION

- Name
- Address
- Phone
- Email

JOB OBJECTIVE

- Job Title *or*
- Functional Area

SUMMARY STATEMENT

- Years of experience and relevant education
- Relevant skills for the job objective “Buzz Words”
- Personal qualities

EXPERIENCE

- Relevant to job objective
- Use action words in the past tense
- Include Accomplishments
- Last 10-15 years

EDUCATION & TRAINING

- Relevant to job objective
- Include relevant in-house training, seminars, and workshops
- Include dates if recent

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: “Over _____ years experience in _____.”
Describe your years of relevant experience OR (if changing fields) offer any relevant certificates or degrees followed by number of years of experience and broad transferable skills.

SECOND PART: “Skills include _____.”
List your skills in more detail, highlighting job specific skills that make you unique. Or you might want to outline a particularly relevant accomplishment.

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 7 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.

Manufacturing/Quality Assurance

While earning a BSEE degree, acquired over 6 years of supervisory experience in Manufacturing and Quality Assurance. Skills include: TQM, ISO 9001 2000, training and motivating personnel, and developing and implementing policies and procedures. Well versed in engineering and manufacturing concepts with outstanding communication and interpersonal skills.

Changing Fields from Electronic Assembly to Accounting Clerk

Recently completed a certificate program in accounting emphasizing Accounts Payable and Accounts Receivable as well as general bookkeeping. Over 8 years experience utilizing mathematical principles and performing very detail-oriented tasks. Dedicated employee committed to producing consistently accurate and high quality work.

YOUR SKILLS

TRANSFERABLE SKILLS

FINANCE

<input type="checkbox"/> accounting	<input type="checkbox"/> balancing	<input type="checkbox"/> estimating	<input type="checkbox"/> researching
<input type="checkbox"/> adjusting	<input type="checkbox"/> bookkeeping	<input type="checkbox"/> forecasting	<input type="checkbox"/> resolving
<input type="checkbox"/> administering	<input type="checkbox"/> calculating	<input type="checkbox"/> managing	<input type="checkbox"/> solving
<input type="checkbox"/> allocating	<input type="checkbox"/> computing	<input type="checkbox"/> planning	
<input type="checkbox"/> analyzing	<input type="checkbox"/> consolidating	<input type="checkbox"/> preparing	
<input type="checkbox"/> appraising	<input type="checkbox"/> depositing	<input type="checkbox"/> projecting	
<input type="checkbox"/> auditing	<input type="checkbox"/> detail-oriented	<input type="checkbox"/> reconciling	
<input type="checkbox"/> budgeting	<input type="checkbox"/> developing	<input type="checkbox"/> record-keeping	

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	

YOUR SKILLS

RESEARCH

- | | | | |
|-------------------------------------|--|--|--|
| <input type="checkbox"/> analyzing | <input type="checkbox"/> examining | <input type="checkbox"/> interpreting | <input type="checkbox"/> researching |
| <input type="checkbox"/> ascertain | <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"/> team-work |
| <input type="checkbox"/> classifying | <input type="checkbox"/> facilitating | <input type="checkbox"/> referring | <input type="checkbox"/> understanding |
| <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 | |

YOUR SKILLS

PERSONAL QUALITIES

- | | | | |
|---------------------|---------------------|----------------------------|--------------------------------|
| _____ articulate | _____ dynamic | _____ intelligent | _____ reliable |
| _____ artistic | _____ easy-going | _____ knowledgeable | _____ resourceful |
| _____ calm | _____ efficient | _____ learn quickly | _____ responsible |
| _____ careful | _____ energetic | _____ loyal | _____ safety conscious |
| _____ charismatic | _____ enterprising | _____ mature | _____ sense of humor |
| _____ cheerful | _____ enthusiastic | _____ methodical | _____ sensitive |
| _____ committed | _____ flexible | _____ motivated | _____ serious |
| _____ confident | _____ friendly | _____ observant | _____ show leadership |
| _____ conscientious | _____ goal-directed | _____ open-minded | _____ sincere |
| _____ considerate | _____ good natured | _____ organized | _____ straight forward |
| _____ consistent | _____ hard working | _____ out-going | _____ thorough |
| _____ cooperative | _____ helpful | _____ patient | _____ tolerant |
| _____ creative | _____ honest | _____ perceptive | _____ willing to work overtime |
| _____ decisive | _____ imaginative | _____ positive attitude | _____ work quickly |
| _____ dedicated | _____ independent | _____ produce quality work | _____ work well under pressure |
| _____ dependable | _____ industrious | _____ professional | |
| _____ diligent | _____ innovative | _____ punctual | |
| _____ disciplined | _____ insightful | _____ purposeful | |

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 sentences.

In the spaces below write your specific job objective and then work sentence by sentence, referring to page 2 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: (Years of Experience and Relevant Training)

SECOND Part: (Job Specific and Transferable Skills, see pages 3-5)

THIRD Part: (Personal Qualities, see page 5)

Presenting Your Skills and Accomplishments

One 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

Look at the three examples here and on the next page. They have been broken down using the outline above... **Problem**, **Solution**, **Result**. Notice the difference between the traditional statements which merely list your duties and the accomplishment statements which show how you handled a problem or situation and how your solution produced results which benefited the employer. 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

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

Accomplishment: Suggested more efficient method of routing customer calls which resulted in quicker response time and improved customer service greatly.

EXAMPLE 3:

Traditional: Successfully managed workers' compensation program

PSR:
Problem: high rate of worker injuries resulting in workers' comp. claims
Solution: educating employees on safe work practices and adhering to strict safety standards
Result: reduced workers' comp. claims by 20% in one year which resulted in a savings of over \$150,000 to the company

Accomplishment: Reduced workers' compensation claims by 20% saving over \$150K in one year by educating employees on safe work practices and adhering to strict safety standards.

The Chronological Format

The chronological format stresses recent work experience and clearly indicates progression in an employment field.

When to use this format	When not to use this format
<ul style="list-style-type: none"> • Staying in the same or similar line of work • Work history shows career progression • Demonstrate continuity in work history 	<ul style="list-style-type: none"> • Changing careers • Long gaps in work history • Last job is significantly different from current job objective

Use action words and your PSRs to describe your work experience here

Contact Information

Job Objective

Summary Statement

Work Experience

Job Title	Years
Company Name, City, State	
*PSR	
*PSR	
*PSR	
Job Title	Years
Company Name, City, State	
*PSR	
*PSR	
*PSR	
Job Title	Years
Company Name, City, State	
*PSR	
*PSR	
*PSR	

Education and Training

JOSIE MCGANN
11980 Oliver Lane • Cupertino, CA 95014 • (408) 767-9987

OBJECTIVE: System Design Engineer/Quality Assurance

SUMMARY: Over 5 years' experience in the computer industry. Skills include:

- UNIX, Shell and C++
- Knowledge of UTS, DOS, VM and MVS
- Familiarity with CAD tools and hardware accelerators
- Extensive experience in workstations and X-Window Systems
- Hardworking, detail-oriented professional with a reputation for working well under pressure.

EMPLOYMENT HISTORY:

TECHNICAL SYSTEMS Inc, Mountain View, CA 1995- 2006

Senior System Design Engineer

- Supervised the debug of the hardware simulation accelerator in a production environment which reduced staff hours by 55%.
- Represented simulation operations to the Very Large Super Simulator (VLSS) development department. Negotiated requirements and deadlines which increased productivity.
- Developed code to provide automated processes which increased productivity and decreased user errors.
- Prepared and trained engineers in the use of the VLSS resulting in a 60% savings of staff hours.
- Tested and integrated hardware accelerator into an existing simulation production environment which resulted in a fifty-fold increase in simulation cycle time.

System Design Engineer

- Increased simulation productivity three-fold by integrating Simulation Processor into a production environment.
- Standardized debug process resulting in faster simulation result checking.

Assistant System Design Engineer

- Created and implemented diagnostic regression package for hardware simulator.
- Developed tools to measure performance and capacity information of simulator.

EDUCATION:

B.S., Electrical Engineering; University of San Diego, San Diego, CA
Advanced UNIX and Shell Programming, Logic Design; CLC, Santa Clara, CA

The Functional Format

The functional format highlights those particular skills and accomplishments that demonstrate your qualifications for the job you are seeking.

When to use this format	When not to use this format
<ul style="list-style-type: none"> • Changing careers • Long gaps in work history • Last job is significantly different from current job objective 	<ul style="list-style-type: none"> • Staying in the same line of work • Can show career progression and continuity

In the skills and accomplishments sections, you can highlight the particular skills and accomplishments that demonstrate your qualifications for the job you are seeking, by setting them off into categories.

Use action words and PSRs to describe your experience.

Contact Information						
Job Objective						
Summary Statement						
<p style="text-align: center;">Skills and Accomplishments</p> <p>Functional Area (Project Management)</p> <ul style="list-style-type: none"> * PSR * PSR * PSR <p>Functional Area (Administration)</p> <ul style="list-style-type: none"> * PSR * PSR * PSR <p>Functional Area (Technology)</p> <ul style="list-style-type: none"> * PSR * PSR * PSR 						
<p style="text-align: center;">Employment History</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Job Title, Employer, City, State</td> <td style="width: 20%; text-align: right;">years</td> </tr> <tr> <td>Job Title, Employer, City, State</td> <td style="text-align: right;">years</td> </tr> <tr> <td>Job Title, Employer, City, State</td> <td style="text-align: right;">years</td> </tr> </table>	Job Title, Employer, City, State	years	Job Title, Employer, City, State	years	Job Title, Employer, City, State	years
Job Title, Employer, City, State	years					
Job Title, Employer, City, State	years					
Job Title, Employer, City, State	years					
Education and Training						

KATHERINE WRIGHT
7728 Baker Lane
Los Gatos, CA 95123
(410) 767-2232

Sales Manager

SUMMARY: Goal-oriented, dynamic professional with over eight years of experience in sales and marketing. Proven ability to be a creative and energetic individual who enjoys working as part of a team. Excellent communication and presentation skills, with a dedication to meet and exceed sales goals.

SKILLS AND ACCOMPLISHMENTS:

SALES MANAGEMENT

- Supervised 25 sales and marketing representatives responsible for generating 20 million dollars in sales per year.
- Consistently ranked in the top 2% of the company's 100-member sales staff.
- Familiar with implementing sales processes including: prospecting, qualifying leads, identifying industry leaders, performing market analysis, preparing proposals, making presentations and demonstrations, and proactive follow-up.
- Chosen to participate in a highly competitive national sales management seminar.
- Within one year, identified uncharted territory and built it into the most profitable in the company
- Consistently motivated team to meet daily and monthly goals.

MARKETING

- Responsible for budgets in excess of 2.8 million dollars annually.
- Conducted market research to target specific industries resulting in 70% growth in profits within the first year.
- Trained, supervised and motivated staff as well as interfaced effectively with all levels of management.
- Developed networking functions, resulting in 40% increased referral business.

EXPERIENCE:

HR Generalist , Hatfield Industries, Saratoga, CA	2001 - 2006
Customer Support Supervisor , San Francisco Chronicle, San Francisco, CA	1999 - 2000
Regional Sales Manager , Sunset Magazine, Menlo Park, CA	1994 - 1999

EDUCATION: M.S. Communications, University of Florida, Gainesville, Florida

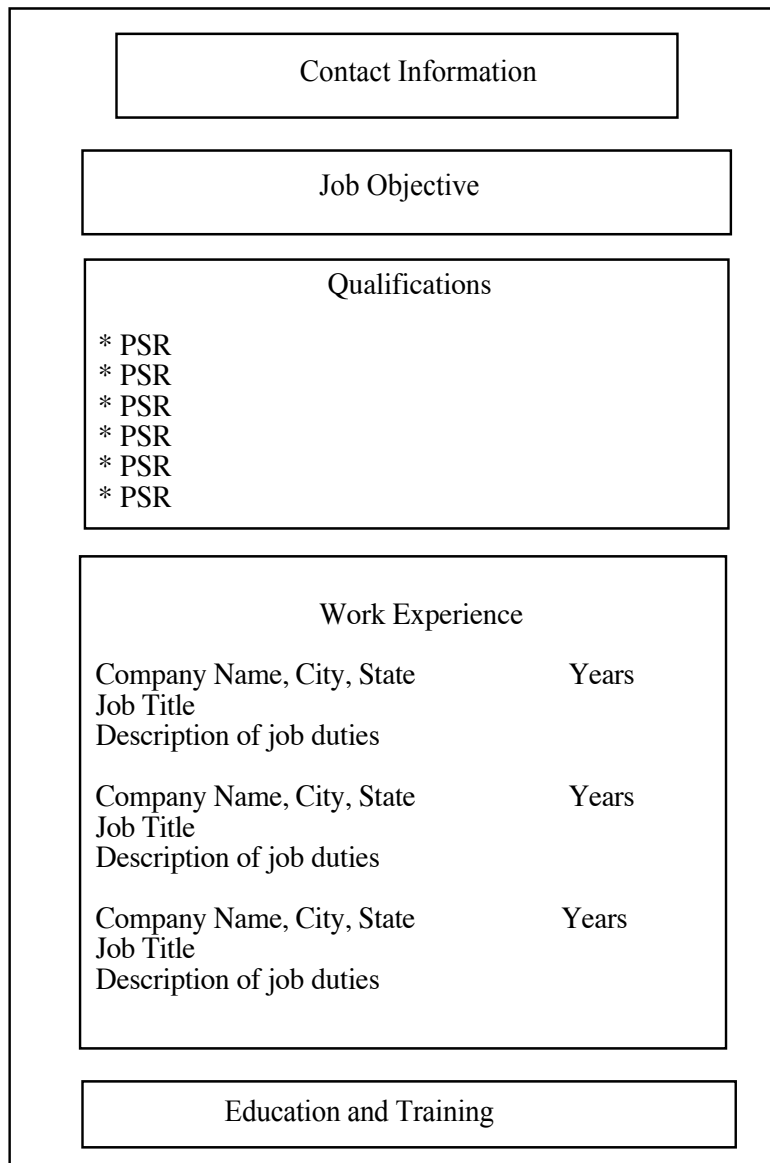
The Combination Format

The combination format uses elements from both the chronological and functional resume formats.

When to use this format	When not to use this format
<ul style="list-style-type: none"> • Staying in the same line of work • Can show career progression and continuity • Have done a lot of contract work in one field or area • Want to quickly highlight accomplishments and skills • Easy to customize 	<ul style="list-style-type: none"> • If you would not use the chronological format do not use the combination format • Changing careers • Long gaps in work history • Last job is significantly different from current job objective

In this section highlight those particular skills and accomplishments that demonstrate your qualifications for the job you are seeking. Each Bullet should be in the PSR format.

In this section provide a concise description of your job duties for each employer, starting with the most recent and working backward in time.



JOSEPH JONES
333 Jones Street
Jonesville, CA 94089
(555) 111-2222

OBJECTIVE: Materials Handler

QUALIFICATIONS

More than ten years' experience working in fast-paced shipping/receiving environments

- Recognized for outstanding accuracy with the 2004 Employee Achievement Award for data entry, inventory control and logistics management
- Supported customers through product return procedure, which enabled customers to receive replacements for defective products 50% faster
- Created new entry system for exceptionally high volume of daily orders, resulting in one-day product turn around, and 100% customer satisfaction
- Created packing lists, invoices and all necessary shipping documentation using Fed Ex/UPS automated invoicing system to ensure easy communication between stockroom and shipping companies

TECHNICAL SKILLS

Hardware: IBM PC / Macintosh / Apollo / Dell / Sun / Fed EX Powership

Software: Microsoft Office Suite 2000 / Microsoft Works / Intuit Software

General Office Skills: 10 key by touch at 175 kpm / typing 60 wpm / filing

PROFESSIONAL EXPERIENCE

TEAM LEAD - Materials Dept.

Inhale Therapeutics Inc., San Carlos, CA

1999 - 2006

(A subsidiary of Bristol Meyers Corporation)

- Managed logistics and operations for materials department.
- Supervised a group of material handlers, shipping and clerical personnel.
- Maintained documentation and database information related to incoming, stock and outgoing transactions to ensure proper asset control
- Analyzed current operations and made recommendations to management regarding changes in current operations to improve on expense and cost control

COMMUNICATIONS LIAISON

Efficient Corporation, Sunnyvale, CA (Through ManPower)

1997 - 1999

- Maintained communications with customers, freight and shipping personnel and the staff of contracted surface carriers
- Instructed and involved warehouse staff in interviewing and hiring process to assure team synergy
- Resolved a wide range of delivery problems, from cancellation to lack of payment
- Successfully resolved difficult customer complaints in person to ensure complete satisfaction, especially effective at dealing with escalated issues

STOCKROOM SUPPORT

1995

Applied Materials, Santa Clara, CA

- Completed data entry, order verifications, material and supply allocations and receiving
- Created weekly status reports for each department using Excel

EDUCATION

Business Clerical, Foothill College, Los Altos, CA

Cover Letters

In a cover letter, you have the opportunity to personally introduce yourself and your resume to a Hiring Manager or Personnel Recruiter. The cover letter highlights your skills and abilities and communicates to the employer that you are an outstanding and interested candidate.

NOTE:

Whenever possible, the cover letter should be addressed to an individual and not to “Dear hiring manager” or “Dear Recruiter.”

Your Name
Street Address
City, State, Zip
Phone Number

Date

Employer Address:
Contact Name
Job Title
Street Address
City, State, Zip

Salutation

Introduction:

- State your purpose in writing this letter, mention the specific job you are interested in and how you learned about the opening
- Who referred you (if applicable)
- Why you are interested in this particular company (include company research)

Body:

- Outline who you are and what you can offer the employer.
- Convince the employer that you are an outstanding candidate.
- Your summary statement could be used here if not used on the resume.

Conclusion:

- Reemphasize your interest in the position and company
- Tell the employer when you intend to call back.

Your Signature

Cover Letter Sample

Louise Jones
1211 Joness Lane
Sunnyvale, CA 94086
(408) 999-1211

May 20, 2006

Mr. Ted Smith
Supervisor
Fujitsu America
109 Fujitsu Lane
San Jose, CA 95122

RE: Ref Code 0576-0999MB

Dear Mr. Smith:

I am writing to express interest in the position of Technical Support Specialist III with Fujitsu, which I found through an on-line posting on Monster.com. Fujitsu is one of the world's leading providers of information technology products and solutions. With the services and software business representing 28% of Fujitsu's overall sales, I believe there is great opportunity with your company for a technical support specialist with my skills and ambition.

I offer 7 years of solid supervisory level customer technical support experience coordinating phone service and on-line support for hardware and software products. Additionally I have extensive knowledge of the training process for first level technical support specialists, and have comfortably given product presentations for both hardware and software products. I thoroughly understand the importance of effective communication with the various departments involved in product development and support, as it is critical to ensure customer problems are resolved.

Thank you for your consideration of me for the position of Technical Support Specialist III with Fujitsu. I believe my skills and experience match your requirements. I will follow up with a phone call on Friday, March 29 to confirm your receipt of my resume and to determine your hiring time-line.

Best regards,

Louise Jones

So, Now What Should I Do?

_____ Choose a format for your resume.

- Chronological
- Functional
- Combination

Write the different parts of the resume (depends on format you choose)

_____ **Contact Information** - Write down your contact information, including your e-mail address. Be sure your e-mail address and your answering machine messages are professional

_____ **Objective** - Job title or functional area

_____ **Summary Statement** - Write your summary statement. Remember not to go back more than 15 years. For inspiration, refer to job postings for your chosen profession. You may also want to look at past performance reviews that you are proud of.

_____ **Employment Experience** - Write PSRs that highlight your key accomplishments.

_____ **Education and Training** - Include relevant education and training you received in-house at your company.

_____ Attend **Resume Critique** at the CONNECT! Job Seeker Center for additional assistance.

CONNECT! Job Seeker Center
420 S. Pastoria Avenue
Sunnyvale, CA 94086
408-774-2365

www.connect.one-stop.org