



Career Advising
& Planning
Services

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The
University
of Chicago

Resumes for Graduate Students

If you would like information or have questions about this document, feel free to speak with a CAPS counselor. You can make an appointment by calling 773-702-7040.

See a CAPS Counselor

This guide provides basic information regarding resume writing. It is designed to help you get started with writing your own resume. All students are strongly encouraged to have their resume reviewed by a CAPS counselor before submitting it to an employer. CAPS counselors are available to review and discuss resumes in one-on-one appointments and walk-in hours. Call 773-702-7040 to make an appointment or find out about walk-ins.

What is a Resume?

A resume provides a brief snapshot of the skills and experience that you possess that are relevant to the job for which you are applying. Unlike a CV (curriculum vita), this does not include everything you've ever done – it only includes information applicable to the employer or the position. The point of a resume is to demonstrate that you are likely to be a high performer at the new job and induce the employer to invite you for an interview.

Tailoring Your Resume

It is crucial to tailor your resume to the job for which you're applying. This can be time-consuming and labor-intensive. You might want to create a separate resume "type" for each industry (a "consulting resume") or type of position (an "editorial resume") that you are seeking.

Time is of the Essence

In general, **you have only 30 seconds** to impress a recruiter or prospective employer with your resume. Thus, it must be concise: 1 page is ideal (and absolutely maximum in some industries) and definitely no more than 2 pages. Your resume must also be well-formatted, and convince the reader that you are worth interviewing. Moreover, a well-written resume (in conjunction with a honed cover letter) is the best (and in many cases your ONLY) vehicle for conveying good writing skills to an employer. So write carefully. Because this is probably the single most important document you'll submit to an employer, you should have it reviewed by either a CAPS staff member (preferable) or an honest friend or alumni in the industry.

Resume Components

The following are the primary components of a standard resume. Remember, your experience does NOT have to result from paying jobs. In fact, many students develop their strongest skills while volunteering. However, at this point in your career, you should generally not include high school experiences (unless for example you are

applying for a position at the high school you attended or unless the high school experience was outstanding and demonstrates something powerful: e.g., Eagle Scout).

PERSONAL INFORMATION

List your name, current address, telephone number, and email address at the top of the page. U.S. resumes do not include age, sex, ethnicity, nationality, or marital status. You might want to make your name stand out by bolding it and making it a slightly larger font than the bulk of your resume.

OBJECTIVE

Stated objectives tend to be out of style nowadays and are only used in specific cases (e.g., to demonstrate that you want to teach high school math, not history).

EDUCATION

Unless you have significant work experience or are making a career change, the education section should appear at the top of your resume. Include your most recent degree first, followed by the same information for any past degrees. Use formatting (e.g., bold font) to emphasize what is most relevant to the position—some students put their degree first, some put the institution first.

Below your degree information list any additional training you have which is pertinent to the job or field to which you are applying. For instance, intensive foreign language training would be pertinent for a job overseas or jobs in which you have significant contact with people whose native language is not English.

If you graduated with honors, *magna* or *summa cum laude*, you should report it next to the type of degree earned. You may list academic honors and *relevant* courses or areas of specialization in this section as well. Graduate students may briefly describe their thesis if relevant. If you have an extensive list of honors, you might want to list them in a separate “honors” section.

EXPERIENCE

Think broadly. You may have gained valuable and relevant experience in a variety of settings – academic, personal, professional, and extracurricular. Any substantial experience can be reported in this section, *even if you were not paid for the work you did*. Internships are ideal, but you can turn any summer or part-time job into a meaningful experience with thoughtful phrases. As a general rule, list the organization first, then the division and city/state. On the next line, list your job title and the dates of the assignment. In some cases, the job title may be more impressive than the employer, in which case you would reverse the order. For instance, in describing your position as a Development Intern at a small non-profit organization, it may be more significant to emphasize your job title instead of the organization name, especially if you are applying for a position related to development. You will have to decide what works best for you as you apply for different jobs. Just be consistent throughout your resume when ordering your entries so you don't confuse your reader.

You should emphasize particular jobs and activities that are relevant to the position for which you are applying. You can bring these experiences together in a category called “Research Experience”, “Academic Administrative Experience,” “Public Relations Experience,” “Analytical Experience,” etc. This allows you to move the most relevant experiences for a particular job application up high on the resume, where they are more likely to get noticed. Within each category, list experiences in reverse chronological order. A category can include just one experience if it is especially relevant to the application. You may include one, two, or more categories. If you have experience not directly related to the job which you

want to include, you can title that category “Additional Professional Experience” or simply “Additional Experience”. But be sure to make the case that you acquired transferrable skills in these positions.

Descriptions of your experiences should be bulleted, and each bullet should begin with a strong, descriptive action verb. Create active phrases to describe your experience using language the employer will recognize. Often the best way to do this is to borrow language from the job description or the company website. If they are looking for someone who has “conducted independent research,” this exact phrase could become your first bullet. Use the past tense to describe previous employment experience and the present tense for current experience. Describe your responsibilities, the impact you had, and the **outcomes** of your work. Wherever possible use concrete numbers and examples to highlight your accomplishments, such as a percentage of successful sales calls, the length of projects, the number of documents produced, the number of people supervised, etc.

SKILLS

This section includes your computer and foreign language skills and any other skills that might be specifically relevant for the job you are seeking, e.g., artistic or technical skills. Although computer use may seem obvious to you, an employer may assume you are not computer literate if you skip this section. When listing foreign language skills, include your proficiency level (e.g., Advanced French, Beginning Mandarin), because the employer could give you an impromptu fluency test during an interview.

PUBLICATIONS, PRESENTATIONS

If you’re applying for jobs after graduate school, you may have publications, poster presentations, or conference papers to report. On a one-page resume, however, you should list only those publications that are *directly relevant* to your new field. In many cases, the publications or presentations will not be relevant, and thus you would omit this section. You can call the category “Selected Presentations” to indicate that you have a longer list available. You can also include an active phrase under your faculty teaching or research experience noting your publication experience; for example, “Wrote and published articles in *name of professional journals*,” or “Conducted independent research leading to publication.”

AFFILIATIONS

If you are a member of a professional organization, you may wish to include this information in your resume as a reflection of your interest and activity in the field.

REFERENCES

Employers will assume that you can provide references. Have 3-5 references listed on a separate document (see example at end of packet). Your reference sheet should be on the same type and color of paper, with the same font as your resume. The most effective references are those of current and former employers, individuals functioning at the same level as those to whom you are applying, university professors, or university advisors who are familiar with your work. Most employers expect to see a reference from your most recent or current job, and, if you’re a recent alumni, from a University of Chicago faculty member. If at all possible, do not use a family member as a professional reference, even if you have worked for a family-owned business. Include your name as heading and list reference name, position and organization, address, and telephone number. You may be asked for such a list prior to, during, or after an interview. Do not include your references with your resume, unless specifically asked to do so by the employer. **BE SURE YOUR REFERENCES KNOW YOU ARE USING THEM AS SUCH!**

Formatting Notes

- Keep it short. Try to keep your resume to 1 page (in some fields this is absolutely required). Only expand to two if absolutely necessary.
- Use standard fonts and sizes. Remember, you won't know the font capabilities of whomever is receiving your resume, so it is best to stick with standard fonts. For most parts of your resume, you will want to stick with 10 to 12-point fonts.
- Use attractive fonts. In general, Courier is fairly unattractive; Times New Roman is a better choice. You want to make sure that your resume has aesthetic appeal.
- Use sensible margins. You can reduce your margins from 1" if you are trying to squeeze everything on one page, but it is best to stick with nothing less than .6" margins all the way around- particularly on the bottom margin. You don't want important information to be accidentally cut off!
- Use bullets in your descriptions. The general guideline is 2 bullets minimum, but no more than 5.
- Start descriptions with action verbs. Each bullet should be followed by as strong an action verb as possible (see the action verb list included in this handout).
- Submit the resume as a PDF. This allows you to "freeze" the formatting on your document so that no matter who opens it, the document will appear the way you intend it to appear.

CAPS Services and Resources

Appointments

Members of the CAPS Graduate Services Team are available for one-on-one counseling and can review your cover letter, resume, and talk with you in more detail about how to write a resume. CAPS Graduate Counselors can also discuss how to prepare for employment interviews and negotiate salary offers as well as talk through which career field, industry, organization might be a good fit for you. Call 773-702-7040 to make an appointment.

Walk-In Appointments: Monday, Tuesday, Thursday 2-3:30pm

Walk-in appointments are a great way to get feedback on your job application materials if you can't make an appointment. These 30 minutes slots are available on a first-come, first-served basis. Sign up in Ida Noyes Hall on the 2nd floor.

InterviewStream

InterviewStream (available on Chicago Career Connection, which you can access via the CAPS website <https://caps.uchicago.edu/>) is an online tool that allows you to record answers to common interview questions and send that recording to whomever you like (including CAPS counselors) to get feedback.

Practice Interviews

CAPS has practice interviewers on staff to conduct mock employment interviews in person. To schedule a practice interview call 773-702-7040.

CAPS Programs and Resources

CAPS offers programs throughout the year designed to educate students about career options in a variety of fields. Some of these programs are designed specifically for MA and PhD students. View the CAPS event calendar to learn more: <https://caps.uchicago.edu/events/calendar.html>. Be sure to browse our Career Resource Library as well as our website for additional resources

Chicago Career Connection (CCC)

Accessible via the CAPS website, <https://caps.uchicago.edu/>, this online tool – specifically for University of Chicago students and alumni – lists full- and part-time jobs and internships, in Chicago, nationally, and even internationally. Jobs and internships listed are in business, government and nonprofits.

On-Campus Recruiting (OCR)

Every year employers come to campus to recruit University of Chicago students. In order to participate in OCR, you must be activated in Chicago Career Connection, which will allow you to view OCR-specific job postings. To become activated in CCC and to learn more about OCR, speak with a CAPS counselor.

Email Listhosts

CAPS manages a variety of industry-specific email lists that provide regular updates on career-related programs and job postings. CAPS also manages an email list specifically for master's students and a list for PhDs/Post-Docs. Sign up via Chicago Career Connection (accessible via the CAPS website, <https://caps.uchicago.edu/>).

Networking and Informational Interviewing

Whether you just want to learn more about your career options or you're ready to apply for jobs, conducting informational interviews and networking with individuals already working in your desired field is a crucial part of the process. CAPS counselors can show you how to use the Alumni Careers Network to identify University of Chicago alumni in this field; how to set up and prepare for an informational interview; and how to network effectively. See the CAPS handouts "Networking and Finding Contacts" and "Informational Interviewing" available on the CAPS site, <https://caps.uchicago.edu/>.

Additional CAPS Handouts

All CAPS handouts are available on the CAPS site, <https://caps.uchicago.edu/>, and in the Career Resource Library (3d floor, Ida Noyes Hall).

Specifically for Graduate Students:

- Transforming Your CV to Resume
- Skills Identification for PhDs and Post-Docs
- Cover Letters For Graduate Students
- Professional Development Timeline for Master's Students
- Professional Development Timeline for PhD Students

For All Students (not an exhaustive list)

- The Elevator Speech
- Networking and Finding Contacts
- Professionalism and Professional Image
- Informational Interviews
- Employment Interviews
- Using LinkedIn in Your Job Search

Sample Resumes

Refer to the following resumes as samples in compiling and writing your own resume. Your resume represents you and should reflect your own voice, so be sure to describe your experiences in your own words and phrases. A sample references sheet is included at the end of this handout.

(GOAL: a policy job in government or an NGO).

Julia Bartlett

5718 S. Dorchester
Chicago, IL 60636
(773) 822-1300
sdavis@uchicago.edu

Include this sort of information if it is directly relevant to the position you're applying for.

EDUCATION

Master of Arts in the Social Sciences, University of Chicago, Chicago, IL, expected June 2007
Areas of concentration: International policy and political economy, East/West relations, Southeast Asia and the Pacific Rim
Thesis: "Global Intervention in the Pacific Rim." Advisor: Professor Jane Doe
Bachelor of Arts in Political Science, Wesleyan University, Middletown, CT, 2004

POLICY EXPERIENCE

Policy Intern, Chicago Department of Health, Chicago, IL
September 2006-present
Work on various projects dealing with the formation, implementation, evaluation of policy

- Coordinate efforts to provide child care to women in drug treatment facilities
- Provide support to committees forming and implementing the Community Empowerment to Prevent Alcohol and Drug Abuse Program
- Compile information regarding the efficiency of clinics operating by the Department of Health and suggest methods for improving efficiency

Three experience sections may be too many for a one page resume- try to fit everything under no more than two headings if possible.

BUSINESS EXPERIENCE

Trader's Assistant, Chicago Board of Trade, Chicago, IL
August 2004-August 2006

- Organized and prepared a study on Stock Options Futures Market, related to Korean industry, focusing on agricultural products
- Communicated with international and government agencies to research information for study
- Reconciled data for the Advisory Economist in the department of Economic Analysis and Planning

RESEARCH EXPERIENCE

Research Assistant, Political Science Department, Wesleyan University, Middletown, CT
September 2005-May 2006

- Collected, sorted, and reviewed secondary material under direction of Jane Doe
- Conducted library research using RLIN, OCIC databases.
- Compiled bibliographies and source lists
- Conducted internet searches for information in the public arena on Southeast Asia

Library Assistant, Wesleyan University Library, Wesleyan University, Middletown, CT
September 2000-June 2003

- Sorted books and other government documents for cataloging
- Assisted librarians in recording and cataloging documents
- Shelved new material, maintained and updated resource files
- Assisted patrons in the Government Documents unit with research questions

COMPUTER EXPERIENCE

Microsoft Office (Word, Excel, PowerPoint), SPSS

Julia Bartlett

5718 S. Dorchester
Chicago, IL 60636
(773) 822-1300
sdavis@uchicago.edu

Another spin on the same resume. This section emphasizes her international experience and knowledge.

EDUCATION

Master of Arts in the Social Sciences, University of Chicago, Chicago, IL, expected June 2007

Areas of study: International policy and political economy, East/West relations, Southeast Asia and the Pacific Rim, statistical methods and analysis, international trade and trading policy

Bachelor of Arts in Political Science, Wesleyan University, Middletown, CT, 2004

BUSINESS EXPERIENCE

Again, this header emphasizes her business experience.

Intern, Chicago Department of Health, Chicago, IL

September 2006-present

Work on various projects dealing with the formation, implementation, and evaluation of policy

- Coordinate efforts to provide child care to women in drug treatment facilities
- Provide support to committees forming and implementing the Community Empowerment to Prevent Alcohol and Drug Abuse Program
- Compile information regarding the efficiency of clinics operating by the Department of Health and suggest methods for improving efficiency

Trader's Assistant, Chicago Board of Trade, Chicago, IL

August 2004-August 2005

- Organized and prepared a study on Stock Options Futures Market, related to Korean industry, focusing on agricultural products
- Communicated with international and government agencies to research information for study
- Reconciled data for the Advisory Economist in the department of Economic Analysis and Planning

RESEARCH EXPERIENCE

Research Assistant, Political Science Department, Bates College, Lewiston, ME

September 2003-May 2004

- Collected, sorted, and reviewed secondary material under direction of Jane Doe
- Conducted library research using RLIN, OCIC databases
- Compiled bibliographies and source lists
- Conducted internet searches for information in the public arena on Southeast Asia

Library Assistant, Wesleyan University Library, Wesleyan University, Middletown, CT

September 2001-June 2003

- Sorted books and other government documents for cataloging
- Assisted librarians in recording and cataloging documents
- Shelved new material, maintained and updated resource files
- Assisted patrons in the Government Documents unit with research questions

COMPUTER EXPERIENCE

Microsoft Office (Word, Excel, PowerPoint), SPSS

Jane Doe

XXX S. Woodlawn Ave, Chicago, IL. 60615
doe@uchicago.edu, 123-456-7899

EDUCATION

The University of Chicago, M.A. in Social Sciences Chicago, IL
9/2006 – 8/2007

- Thesis: *“Economic Liberalization and Delay in Democratization in China”*
- Honors: University Merit Scholarship; GPA: 3.9/4.0
- Relevant courses: Econometrics, Political Economy, Organization Analysis, Corporate Governance

University of California, Berkeley, B.A. in Legal Studies Berkeley, CA
8/2001 – 5/2005

- Senior Thesis: *“Structural Contradiction and Law Making: The Sarbanes-Oxley Act”*
- Honors: Cal Alumni Assoc. Leadership Scholar, UCDC Scholarship, Cal Bear Scholarship; GPA: 3.5/4.0
- Relevant courses: Research Methodology, Economics, Law and Economics, Calculus, Statistics, and Logic

SAT I: 640 Verbal, 760 Math; SAT II: 800/800 Math; GRE: 5/6 Analytic, 620 Verbal, 760 Quantitative

ANALYTICAL EXPERIENCE

Professor XXX, The University of Chicago Law School Chicago, IL
6/2006 – Present
Research Assistant

- Collect and analyze data on commercial arbitration and corporate governance for a contracted book
- Synthesize disjointed historic data to validate hypotheses that are pivotal to the argument of the project
- Initiate and establish working relationship with industry experts to gain critical non-archived data

The Office of Senator XXX, The United States Senate Washington, D.C.
9/2005 – 12/2005
Press Intern

- Surveyed 50+ news sources/databases to analyze news trends and to create coherent daily news briefings
- Reshaped the production process of daily news briefings in collaboration with the Press Secretary
- Created searchable databases to access news archive
- Attended press conferences to foster positive relations with the press corps

Cal in Washington, University of California Washington Center Washington, D.C.
9/2005 – 12/2005
Research Fellow

- Collated quantitative and qualitative data from Congressional Research Service to support senior thesis
- Established networks with Congressional legislative councils to conduct interviews

LEADERSHIP EXPERIENCE

Phi Alpha Delta Law Fraternity, University of California, Berkeley Berkeley, CA
11/2004 – 6/2005
President/Co-Founder

- Founded the first pre-law fraternity in UC Berkeley with an emphasis on teamwork building
- Designed an innovative organization structure to attract an initial membership of 50 and funding of \$6000+
- Planned and executed networking programs with law school deans, professors and public officials

The Undergraduate Legal Studies Association, University of California, Berkeley Berkeley, CA
6/2004 – 12/2005
President

- Reformed the leadership structure to enhance member participation and increased membership by 50%
- Streamlined logistic needs to increase effective communication between members and the department

SKILLS

- **Computer:** Microsoft Office (Word, Excel, PowerPoint); proficient in STATA, LexisNexis
- **Languages:** Native fluency in Tagalog, conversational French

(Goal: Research position at periodical).

Eric Cruz

5110 S. Drexel, Apt. 722
Chicago, IL 60615

myemail@uchicago.edu
(773) 555-6570

EDUCATION

The University of Chicago, Chicago, IL

M.A. in the Humanities with focus on Media Studies, August 2007

- M.A. thesis: “Examining Latino Portrayals in Modern Popular Media”

Note how both thesis and focus were included to emphasize knowledge of current media.

Brown University, Providence, RI

Honors B.A. in Comparative Literature with English and Spanish, May 2002

- Honors thesis: “Innovation and Interpretation: *Don Quijote* and *Cien Años de Soledad*”

Universidad de Sevilla, Seville, Spain

Semester Abroad, Spring 2001

RESEARCH EXPERIENCE

Note how title of this section reflects job description

The University of Chicago, Chicago, IL

Student and Researcher, September 2006 – August 2007

- Performed ethnographic research and interviews in Mexican Fine Arts Museum to assess perception of permanent exhibit by school groups
- Conducted and coded 30 extensive interviews with Chicago residents about the relationship between neighborhood and ethnicity
- Mapped ethnic markers in Chicago neighborhoods and conducted library research

Accenture, Boston, MA

Consultant, September 2000 – December 2001; Analyst, September 2002 – September 2004

- Developed and implemented multi-faceted evaluation model to assess executive perceptions and acceptance of new business program
- Interviewed client managers and compiled data into an overview of business processes
- Led curriculum design team for a three-week software training program
- Supervised content development team for multi-media CD-ROM training
- Taught classes on client relation skills, problem solving, and curriculum development

The MacNeil/Lehrer NewsHour, Denver, CO

Intern, Summer 2000

- Researched and wrote background profiles and lists of interviewees for various stories
- Developed story ideas from periodicals and industry reports

TEACHING AND WRITING EXPERIENCE

CASA, Chicago, IL

ESL Teacher, September 2006- present

- Taught English to low-income immigrant children and adults

Although the CASA experience was unpaid, because of its relevance, it is included in the experience section

Corporate English, Buenos Aires, Argentina

ESL Instructor, February 2006 – August 2006

- Taught English to Argentine business people
- Conducted seminars on American business practices and cultural differences

Barnes and Noble.com, Boston, MA

Freelance Writer, March 2004-June, 2005

- Wrote book reviews for fiction and travel titles
- Collaborated in editing process with senior editorial staff

SKILLS

Note that the language levels are specified.

- **Language:** Fluent in Spanish, Intermediate Italian
- **Computer:** Microsoft Office (PowerPoint, Excel, Word), WordPerfect

Karen E. Mattel

1212 N. Kind St., Apt. 3G Chicago, IL 60655
(773) 555-8919 kmattel@something.com

EDUCATION

The University of Chicago, Chicago, IL

Master of Arts in the Humanities, expected June 2007

University of Illinois, Urbana-Champaign, IL

Bachelor of Arts with distinction in History, 2002

THEATER ADMINISTRATION EXPERIENCE

Standenwolf Theatre, Chicago, IL

Education and Training Department Intern, March 2006 to present

- Develop and implement Artists in School Program pilot with Director of Education and Training
- Coordinate educators' evenings for Standenwolf's productions with the Chicago Board of Education
- Collaborate with Theatre staff and volunteers in planning and implementing audience enrichment programs

ADDITIONAL EXPERIENCE

Howe, Hecker and James, Inc., Chicago, IL

Paralegal, May 2003 to September 2006

- Researched and analyzed financial and legal issues involved in commercial finance in problem-solving for clients
- Managed numerous long and short term legal research and developed projects on a daily basis
- Facilitated, planned, and created several team-building department functions
- Acted as legal liaison between outside law firms and business clients
- Coordinated planning and implementation for rollout of legal documentation software program to over 100 business clients and designed and provided training program for the software product

Legal Answers, Inc., Chicago, IL

Legal Secretary, November 2002 to April 2003

- Provided support to attorneys at Howe, Hecker and James, Inc. by answering telephone calls, filing and organizing documents, and locating important documents

COMPUTER SKILLS

- Microsoft Office (Word, Excel, PowerPoint, Access), Front Page

MICHAEL E. KIM

1212 East 59th Street
Chicago, IL 60637
myemail@uchicago.edu
773.555.5555

When email addresses are underlined like this one, it makes it more difficult to read. To avoid this, when MS Word automatically formats an email address this way, right click the address and select REMOVE HYPERLINK.

EDUCATION

The University of Chicago, Chicago, IL
Master of Science in Financial Mathematics, expected June 2007

The University of Michigan, Ann Arbor, MI
Bachelor of Arts in Economics, 2003

QUANTITATIVE ANALYTICAL EXPERIENCE

Notice how this heading is far more descriptive than simply calling this "Experience" or "Professional Experience."

United Airlines, Chicago, IL
Financial Analyst, January 2004-August 2006

- Wrote reports and briefings that captured financial indicators of Maintenance and Engineering performance
- Used financial analysis tools to assess vendor performance in turn time, quality, and total life-cycle costs
- Performed cost-benefit analyses of various maintenance processes and proposed new programs, including comparison of in-house and contractor-performed maintenance
- Created analysis tools to support all departments within Maintenance and Engineering
- Analyzed engine removal forecasts and other engine data to provide information on engine repair costs, financial impact of different spare levels and other cost aspects of engine management
- Prepared and presented slides/briefings for the monthly maintenance and engineering financial review

Security Capital Real Estate Research Group, Inc., Chicago, IL
Analyst, July 2003-December 2004

- Developed market prioritization and site selection models
- Modeled market and real estate data by incorporating demographic factors in economic and statistical analyses
- Structured real estate securities and investment trusts

COMPUTER and LANGUAGE SKILLS

- Matlab, C++, SPSS, SAS
- Microsoft Office (Excel, Access, Word, PowerPoint)
- Fluent in Korean

(Goal: Project manager for a software development company.)

Angela Reddy

2930 N. Sheridan Chicago, IL 60657
(773) 555-5039
janedoe@cs.uchicago.edu

EDUCATION

The University of Chicago, Chicago, IL

M.S. in Computer Science, June 2007

Relevant Coursework: Web Programming Database Systems Practicum in Distributed Objects; OOP in Java IT Security Electronic Data and Document Exchange (XML); Algorithms Comp. Architecture Networks and System Administration

B.A. in English, June 2003

PROJECT MANAGEMENT EXPERIENCE

The University of Chicago, Chicago, IL

XML/DOM Programmer, Electronic Data and Document Exchange, March 2007 - June 2007

- Project lead for a Client/Server calendar application that allows users to dynamically display the activities of 42 different calendars which are stored in an XML doc server
- Applets, JDK1.3, XML, XMLESpy 3.5, Xena, Xalan, XSLT, DOM, SAX, Unix SunOS

Java Programmer, Advanced Java Programming, January 2007 - March 2007

- Project Lead for a Client/Server 3-tiered application that simulates a currency exchange
- JDK 1.2.2, JDBC, Servlets, RMI, Tomcat, CloudScape, Sybase with SQL, Unix SunOS

Earth Pool, New York, NY

Web Master, 2004-2005

- Supervised the design, content, promotion and programming of "Earth Pool Online," the site called "a damn good reason to log on" by *Wired Magazine*
- Redesigned and restructured the site's look and created interactive search engine and order form
- Constructed interactive banners which appeared on Lycos, Altavista, Yahoo! and JobTrak

NETWORK EXPERIENCE

Epic, New York, NY

Network Administrator, 2003-2004

- Built networks and maintained external and internal web presence
- Performed system backups on its internal and external web network servers
- Designed and supported server system(s) and supporting software

COMPUTER SKILLS

Languages: C/C++, Java/J2EE, EJB, UML, RMI, CORBA, JSP, ASP, Servlets, CGI, Perl, JavaScript, PHP, HTML/DHTML/XHTML, CSS, Visual Basic, XML, XSLT, DOM, SAX, Xpath, SQL, PL/SQL, and Assembler

Development Tools: Oracle 8i, Sybase, Powerbuilder, SQL Server, DB2, MySQL, MS Access, ERWin, BEA WebLogic, Apache, Tomcat, XMLESpy, Xalan, SAS, R, S-plus, MS Excel, Risk@, MS Office Suite, PhotoShop, Macromedia Flash, and Dreamweaver

Operating Systems: UNIX /Linux, WIN NT/98/00/XP, MacOS, and MS DOS

Network Systems: TCP/IP, HTTP, SOAP, LAN, WAN, ATM, Ethernet, and Wireless Protocols

LANGUAGE SKILLS and INTERESTS

- Fluent in Spanish
- Interests include marathon running and chess

Only include relevant coursework if it directly addresses skills or competencies required for the job. In this case, managing and writing computer programs, these courses make her seem even more qualified.

Note: including interests can be a touchy thing in a resume. Many employers see this as something great to include: it provides a better sense of who this person is, and gives a basis for small talk in interviews. However, other employers (even within the same company) view this as very unprofessional. Ultimately, it is your call. Don't include interests that many graduate students share like "reading", and only include interests that you can discuss in detail.

Sample Reference List

Your Name
Street Address
City, State Zip Code
Phone Number
E-Mail Address

William Shepardson, Sales Manager

Chicago Supply Company
1425 N. Michigan Avenue
Chicago, IL 60611
(555) 555-1236
wshepardson@csc.com

Dr. William Foster, Professor of Sociology

Sociology Department
The University of Chicago
1250 Wirtz Hall
Chicago, IL 60611
(815) 555-3333
wfoster@uchicago.edu

Mary Plain, Director of Outreach

Social Services of Illinois
1266 W. Adams Street
Chicago, IL 60611
(555) 555-4011
mplain@innovativeproducts.com

ACTION VERBS

A	Convinced	F	L	R
Abstracted	Cooperated	Facilitated	Lectured	Recommended
Achieved	Coordinated	Figured	Led	Reconciled
Acted	Correlated	Financed	Licensed	Recruited
Adapted	Corresponded	Followed through		Reduced
Addressed	Counseled	Forecasted	M	Referred
Administered	Created	Formed	Maintained	Reorganized
Advised	Critiqued	Formulated	Managed	Repaired
Allocated	Customized	Founded	Marketed	Reported
Analyzed			Mastered	Represented
Approved	D	G	Mediated	Researched
Arbitrated	Debated	Gathered	Mentored	Retrieved
Arranged	Decided	Generated	Merged	Reviewed
Assembled	Defined	Guided	Met deadlines	Revitalized
Assessed	Delegated		Moderated	
Assigned	Delivered	H	Monitored	S
Attained	Demonstrated	Handled	Motivated	Scheduled
Attended	Designed	Headed		Served
Authored	Detailed		N	Set goals
	Determined	I	Negotiated	Shaped
B	Developed	Identified	Nominated	Simplified
Balanced	Devised	Illustrated		Solved
Built	Diagnosed	Imagined	O	Sparked
Budgeted	Directed	Implemented	Observed	Specified
	Discovered	Improved	Operated	Spoke
C	Documented	Improvised	Organized	Strengthened
Calculated	Doubled	Increased	Originated	Submitted
Chaired	Drafted	Influenced	Overhauled	Succeeded
Checked	Drove	Informed	Oversaw	Summarized
Clarified		Initiated		Supervised
Classified	E	Innovated	P	Surveyed
Coached	Earned	Inspected	Participated	Systemized
Collaborated	Educated	Inspired	Performed	
Collated	Edited	Installed	Persuaded	T
Collected	Effected	Instituted	Pioneered	Tabulated
Communicated	Enabled	Instructed	Planned	Tailored
Compared	Enforced	Integrated	Prepared	Tested
Compiled	Engineered	Interpreted	Prioritized	Tracked
Composed	Established	Interviewed	Problem solved	Trained
Computed	Evaluated	Introduced	Processed	
Conceived	Examined	Invented	Produced	
Conceptualized	Executed	Investigated	Programmed	U
Conducted	Expanded	Issued	Projected	Upgraded
Consolidated	Expedited		Promoted	
Constructed	Experienced	J	Proved	V
Consulted	Experimented	Justified	Provided	Validated
Contributed	Explained		Publicized	
Controlled	Extrapolated	K		W
Converted		Keynoted		Wrote