

# Resume Styles

## Chronological:

Presents your education, extracurricular activities, and work experiences with skills and achievements described in reverse chronological order under each category.

### **Advantages:**

- Employers are comfortable with it - it is the most widely used of all the styles
- It is easy to write

## Functional:

Organizes your skills and accomplishments into functional (job task) groupings that support your job objective, which should always be stated.

### **Advantages:**

- It draws attention to what you've done rather than when or where you did it
- It allows you greater flexibility in presenting skills gained through personal experience or through low-paying or unpaid jobs
- It is useful for entry-level or reentry employees whose employment history is brief or scattered

## Targeted:

Focuses on a specific position or job target, presenting your capabilities and accomplishments supporting this position eliminating all unrelated data. A job target or objective is required.

### **Advantages:**

- It is very powerful because it is focused - you look like a natural for the position if you have done the necessary background research
- It allows you to project your abilities to do the job even if you don't have directly related experience
- It is easy to prepare a different version for each different position to which you apply

## Combination:

Combination resume utilizes some of the aspects of the chronological and functional formats. It allows the writer more flexibility in organizing a resume.

## Objective Statement vs. Profile Statement

The first few lines of your resume count. Just like an advertisement, the resume needs to hook the interest of the reader. Resumes are scanned and the reader spends about 30 seconds deciding whether your resume goes into the IN or the OUT pile.

It has long been thought that an objective statement is a necessary component of a resume. The objective statement is a brief, clear statement that outlines the type of employment one is seeking. It includes a position title, perhaps the name of the company to which one is applying or, at the very least, the type of industry. A well-written objective statement gives the prospective employer the sense that one has purpose and direction. A poorly written objective wastes space.

A profile or summary statement has a different focus. Instead of the objective statement "This is what I want" perspective, the profile says, "This is what I have to offer you." A profile/summary statement would detail three to five key strengths, experiences and interests that one has to offer the employer. It answers the question, "What can this candidate do for me?" This brief, well-written statement can be called: Profile, Summary, Strengths, Skills, or Highlights. If one chooses the profile statement, the cover letter accompanying one's resume must specify the position of interest, including job title and/or job number.

### **A comparison:**

**Job Objective:** Desire technical editing position with supervisory responsibilities in an engineering firm.

**Profile:** Highly skilled technical writer with three years publishing experience. Knowledgeable in current web design technology. Experienced communicator and team player.

# Sample Chronological Resume

GEORGE BLACKWELL  
[gblackwe@cou.edu](mailto:gblackwe@cou.edu)

Campus Address (until 6/15/ )

1234 Main Street, Room 10B  
La Grande, OR 97850  
(541) 962-9962

Home Address

25 Veronica Road  
Newton, MA 02165  
(617) 332-3426

- SKILL**           • Successful fundraiser  
**SUMMARY:**   • Hands-on experience planning and executing projects and events  
                  • Strong interpersonal skills with training in conflict mediation  
                  • Proficient in Microsoft Word, Access and Excel

**EDUCATION:** Bachelor of Arts June 20--, Eastern Oregon University, La Grande, OR  
Major in Psychology with a broad range of courses, including statistics, social psychology, organizational development, and economics  
GPA: 3.2 in major  
Melanie Cottle Award for best psychology project: A Marketing Plan to Attract More Applicants to the University

- CAMPUS**           • Residence Hall Counselor, 1999 -2001; supervised and planned activities for 300 residents  
**ACTIVITIES:** • Appointed to selection committee for Vice President of Student Affairs search, 2000  
                  • Area coordinator, Campus Fund Drive; raised \$18,000 after developing marketing strategy and training volunteers, 2000

- WORK**             **MARKETING CONCEPTS, INC., Boston, MA**  
**EXPERIENCE:** • Research Assistant, Summer 2001  
                  • Persuaded customers to respond to a 20-minute phone interview on home finance  
                  • Coded and tabulated research surveys  
                  • Drafted research report for management

- HAGLAND'S DEPARTMENT STORE, Housewares Department, Newton, MA**  
Assistant Manager, Summer 2000  
• Supervised and trained sales staff members  
• Researched suppliers and introduced new line of disposable dinnerware  
• Made suggestions to Merchandising Department about customer preferences

- Salesperson, Summer 1999  
• Recognized for tactful dealings with difficult customers  
• Opened highest number of new charge accounts in one month

Earned 60% of college expenses through summer jobs and school-year employment as a pizza deliverer, cashier; worked 10-15 hours per week.

- INTERESTS:** Backpacked through Scotland and Wales, additional travel in: England, France, and Western U.S., roles in Gilbert & Sullivan productions.

# Sample Functional Resume

**GEORGE BLACKWELL**

[gblackwe@eou.edu](mailto:gblackwe@eou.edu)

**Campus address (until 6/15/ )**

1234 Main Street, Room 10B  
La Grande, OR 97850  
(541) 962-9962

**Home Address**

25 Veronica Road  
Newton, MA 02165  
(617) 332-3426

**SUMMARY:** Outgoing campus leader and successful fundraiser ready for the challenges of a full-time marketing position with an emphasis in market research and product planning.

**EDUCATION:** Bachelor of Arts expected June 20\_\_ EASTERN OREGON UNIVERSITY, La Grande, OR  
Major in Psychology with a broad range of courses, including statistics, social psychology, organizational development, and economics  
GPA: 3.2 in major  
Melanie Cottle Award for best psychology project

**SALES AND CUSTOMER RELATIONS:**

- Turned critical shoppers into satisfied customers
- Persuaded consumers to respond to a 20-minute interview to assess their home finance needs
- Opened highest number of new charge accounts in one month
- Induced cash-poor students to donate \$18,000 to charity

**RESEARCH AND PLANNING:**

- Drafted report for market research firm
- Developed a marketing and advertising plan for college admissions office; won award for project
- Helped students develop social and educational programs in residence hall
- Proficient in Microsoft Word, Excel & Access

**LEADERSHIP/TIME MANAGEMENT:**

- Maintained high grades while working 10-15 hours per week and being involved in campus activities
- Trained and supervised sales staff
- Organized fund-raising volunteers

**WORK HISTORY:** RESEARCH ASSISTANT, Marketing Concepts, Boston, MA., Summer 2001

ASSISTANT MANAGER, Hagland's Department Store, Housewares Department, Newton, MA  
Summer 2000, Salesperson, Summer 1999

**CAMPUS ACTIVITIES:** Residence Hall Counselor; Vice President for Student Affairs selection committee; Area coordinator for campus fund drive

# Sample Targeted Resume

**GEORGE BLACKWELL**

[gblackwe@eou.edu](mailto:gblackwe@eou.edu)

**Campus address (until 6/15/ )**

1234 Main Street, Room 10B  
La Grande, OR 97850  
(541) 962-9962

**Home Address**

25 Veronica Road  
Newton, MA 02165  
(617) 332-3426

**SUMMARY:** Outgoing campus leader and successful fundraiser ready for the challenges of a full-time marketing position with an emphasis in market research and product planning.

**EDUCATION:** Bachelor of Arts expected June 20\_\_  
Major: Psychology  
EASTERN OREGON UNIVERSITY, La Grande, OR 97850

**CAPABILITIES:**

- Research and analyze merchandising trends and consumer needs
- Develop services and products to expand customer base
- Supervise and train personnel
- Deal with difficult customers
- Develop marketing and advertising plans
- Apply statistical procedures to sales forecasting
- Understand consumer behavior through academic course work and practical experience
- Proficient in Microsoft Word, Excel & Access

**ACHIEVEMENTS:**

- Developed a marketing and advertising plan for University admissions office; won Melanie Cottle Award for best project in psychology
- Persuaded consumers to respond to a 20-minute interview to assess their home finance needs
- Opened highest number of new charge accounts in one month
- Induced cash-poor students to donate \$18,000 to charity
- Maintained 3.2 GPA in major while working 10-15 hours per week and being involved in campus activities and athletics
- Drafted report for market research firm

**WORK HISTORY:** RESEARCH ASSISTANT, Marketing Concepts Inc., Boston, MA, Summer 2001  
ASSISTANT MANAGER, Hagland's Department Store, Housewares Department, Newton, MA  
Summer 2000, Salesperson, Summer 1999

**CAMPUS ACTIVITIES:** Residence Hall Counselor; Vice President for Student Affairs selection committee; Area coordinator for campus fund drive

# Combination Resume

**Name**  
**Address**  
**Phone**  
**E-mail Address**

**EDUCATION** Bachelor of Science, Sociology, University of Oregon, Eugene, OR March 20\_\_

## SKILLS AND EXPERIENCE

**PUBLIC RELATIONS Eugene/Springfield Convention and Visitors Bureau, Eugene, OR**

- Stimulated interest in local area as a convention site through extensive research and personal contact
- Developed working knowledge of agency design, decision-making policies, selling strategies

**Information and Tour Service, University of Oregon, Eugene.**

- Hosted over 300 campus tours for prospective students and their parents
- Strengthened University relations with students and the general public by providing direction and assisting with problem solving

**ORGANIZATION Research Assistant, Neuropsychology, University of Oregon, Eugene.**

- Participated in mental health study to determine correlation between depression and life-style in people ages 50+
- Tabulated and graphed data from over 3000 questionnaires
- Coordinated schedules of 10 counselors in order to set up 60 interviews per week

**Assistant Manager, Great Earth Vitamins, San Anselmo, CA**

- Had full range of responsibility in small business operation which included:
- Bookkeeping, ordering, inventory, and supervising four employees
- Promoted to manager after three months as a result of demonstrated enthusiasm and motivation

**COMMUNICATIONS Peer Advisor, Sociology Department, University of Oregon, Eugene**

- Assisted over 300 students (as a member of a four-person team) to provide improved understanding and planning of university requirements
- Evaluated academic records informing students of academic standing

**ESCAPE Coordinator, University of Oregon, Eugene.**  
(Every Student Caring About Personalized Education, student initiated and organized program)

- Supervised 18 students working in various community service organizations
- Acted as a liaison between agencies and the University
- Facilitated weekly seminars teaching communication and leadership skills

**Collections Agent, University of Oregon Health Sciences Center, Portland, OR**

- Contacted 30 clients per day with delinquent accounts
- Worked with clients to arrange a reasonable payment schedule

**PREVIOUS  
EMPLOYMENT**

- Convention Intern, Eugene/Springfield Convention and Visitors Bureau  
1-\_\_ to Present
- Information and Tour Service, University of Oregon  
6-\_\_ to Present
- Research Assistant, Neuropsychology Department, University of Oregon  
6-\_\_ to 6-\_\_
- Collections Agent, University of Oregon Health Science Center, Portland, OR  
6-\_\_ to 12-\_\_
- Assistant Manager, Great Earth Vitamins, San Anselmo, CA  
12-\_\_ to 6-\_\_

## Basic Template—Education Resume

**Name**

**Address, City, State, Zip**

**Telephone & E-mail**

**Summary:** List **three to five key qualities/skills** that you possess. Refer to the posted job description and match, to the degree possible, your skills to their articulated needs. The reader is asking: “What can this candidate do for my school?” Answer the question and get their attention.

**Education:** **Bachelor of Science, Multidisciplinary Studies** expected June 20\_\_  
**Minor: Elementary Education,** \_\_\_\_\_  
Eastern Oregon University, La Grande, OR  
Cumulative Grade Point Average – 3.\_\_\_\_  
Dean’s List \_\_\_\_\_ quarters

**Licensure:** **State of Oregon Initial Teaching License, expected June 20\_\_**  
Endorsements: Multiple Subjects, \_\_\_\_\_  
Authorizations: Early Childhood, Elementary

**Special Skills:** **Foreign Language(s):**  
Can include study abroad programs or international travel

**Computer Competencies:**  
Proficient in (list programs)

**XXXX:** (You may have other skills worth mentioning)

**Teaching Experience:** **Student Teacher**, school name, city, state, date  
● List 3-5 examples of your accomplishments during this time, starting each statement with an action verb

**Practicum**, school name, city, state, date  
● Describe responsibilities and accomplishments

**Title**, organization name, location, date(s)  
● Describe responsibilities and accomplishments

**Additional Work Experience:** **Title**, organization name, location, date(s)  
● Describe responsibilities and accomplishments

**Other Training and Community Service:** **Name of organization**, location, date(s)  
Accomplishments

**Professional Organizations:** **Organization Name** (Spell out acronyms, provide description if not clear from name)

**NAME**  
Street  
City, State, Zip  
Telephone · E-mail

### **Profile**

Biologist employing creative strategies to integrate environmental science into elementary classrooms. Success in developing parent and community partnerships for a practical application of science unit.

### **Education**

Bachelor of Science with Honors, Eastern Oregon University, La Grande, Oregon, June 20\_\_  
Major: Multidisciplinary Studies  
Minor: Elementary Education, Biology

### **Licensure:**

Oregon State Initial Teaching License - June 20\_\_  
Endorsements: Multiple Subjects  
Authorizations: Early Childhood Education and Elementary

### **Professional Experience**

**Student Teacher**, Fourth Grade, Carver Elementary, Pendleton, Oregon (Fall 20\_\_)

- Taught reading and language arts through balanced literacy and process writing
- Designed and implemented integrated units on plants, ecosystems, pilgrims, and geometry
- Created "Hands-On Science," a practical applications of science unit involving parents and local businesses
- Planned Thanksgiving Banquet prepared by students
- Developed work samples on ecology and marine mammals meeting state benchmark standards

**Practicum Teacher**, Sixth Grade, Central Elementary, La Grande, Oregon (Spring 20\_\_)

- Developed lesson plans for math, science, reading, social studies and art
- Designed and implemented integrated unit on dynamic earth forces
- Managed classroom behavior employing positive reinforcement
- Coached students on Destination Imagination projects

**Counselor**, Summer Science Institute, Oregon State University, Corvallis, Oregon (Summers 20\_\_ and 20\_\_)

- Engaged students grades 5 – 8 in ecological exploration using computers and hands-on outdoor experiences
- Initiated global pen pal program to facilitate understanding of environmental issues worldwide

**Intern**, Think Link Children's Discovery Center, La Grande, OR (September 20\_\_ to June 20\_\_)

- Team designed and constructed display "A Small World" using microscopes, magnifying glasses and fractals
- Learned about the non-profit organization's structure and operations by attending board meetings & events
- Coordinated school district membership drive--increased teacher membership by 10%

**Volunteer**, Fourth/Fifth Grade, Willow Elementary, La Grande, Oregon (Winter 20\_\_)

- Assisted two special education students in making transition to mainstream classroom

### **Professional Development**

Whole Language Approach In-service  
Effective Learning Conference  
Project WILD Workshop

Impressions Reading In-service  
Oregon Council of Teachers of English In-service  
Project Learning Tree Workshop

### **Professional Association**

International Reading Association  
National Science Teachers Association

Oregon Science Teachers Association  
Oregon Wildlife Federation

### **Achievements**

Phi Kappa Phi National Honor Society, Initiated Junior Year, 20\_\_; Who's Who in American Education, 20\_\_; Dean's List, eight terms; Honor Roll, 20\_\_ to 20\_\_; Eastern Scholarship Recipient, 20\_\_ and 20\_\_

**Name**  
**Address, City, State, Zip**  
**Telephone & E-mail**

**Summary:** **Bilingual mathematics educator with middle school teaching experience. Interest in mathematics, business, computer applications or other related courses.**

**Education:** **Master of Teacher Education**, Eastern Oregon University, La Grande, Oregon, August 20\_\_  
Cumulative Grade Point Average – 3.78

**Bachelor of Science, Eastern Oregon University**, La Grande, June 20\_\_  
Major: Mathematics Minor: Business  
Cumulative Grade Point Average – 3.57  
Deans List five terms

**Licensure:** **State of Oregon Initial Teaching License**, expected summer 20\_\_  
Endorsements: Advanced Mathematics, General Business  
Authorizations: ML, HS

**Special Skills:** **Spanish Language Proficiency**  
International Exchange Student, Chile, South America, Sept 20\_\_ - June 20\_\_

**Computer Skills:**  
Proficient in Microsoft Word, Excel, Lotus & Netscape Composer

**Teaching Experience:** **Intern Teacher**, La Grande Middle School, Sept – Dec 20\_\_ and Mar - June 20\_\_

- Taught as part of an interdisciplinary team
- Full responsibility for 120 students in 7<sup>th</sup> grade mathematics, 8<sup>th</sup> grade mathematics and Integrated Mathematics (Algebra)
- Over 900 hours of student teaching experience
- Taught classes incorporating interdisciplinary projects, cooperative learning, manipulatives for initial concept instruction, and alternative assessments

**Intern Teacher**, La Grande High School, Jan - Mar 20\_\_

- Taught personal computer applications and keyboarding
- Assisted with basic and advanced word processing courses
- Taught personal finance unit
- Advised and prepared students for Future Business Leaders of America conference

**Volunteer Aide**, Willow Elementary, La Grande, OR, Jan - June 20\_\_

- Coordinated math tutoring for 5<sup>th</sup> and 6<sup>th</sup> graders
- Taught parents tutoring skills in parent partnership workshop

**Additional Work Experience:** **Assistant Manager**, The Copy Shop, Pendleton, OR, summer 20\_\_

- Scheduled employee work schedules, monitored quality of service
- Recognized for customer service efforts by regional management

**Other Training and Community Service:** **Adviser**, FBLA, La Grande High School, 20\_\_  
**Tutor**, America Counts, Pendleton, OR, summers 20\_\_, 20\_\_

**Professional Association:** **Member**, Oregon Council of Teachers of Mathematics



## REFERENCES FOR IMA NURSE

Wanda Green, RN, Ph.D.  
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La Grande, OR 97850  
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John Smith  
Owner  
Smith's Family Shoes  
86 No Name Street  
Anywhere, OR 97850  
(541) 963-0898

Elizabeth Doe  
Teacher  
La Grande High School  
1145 K Avenue  
La Grande, OR 97850  
541-663-7575

## ACTION VERBS

Adapted, enlarged list inspired by Employment Development Department of Palo Alto, CA

### Management Skills

administered  
analyzed  
assigned  
attained  
chaired  
contracted  
consolidated  
coordinated  
delegated  
developed  
directed  
evaluated  
executed  
improved  
increased  
organized  
oversaw  
planned  
prioritized  
produced  
recommended  
reviewed  
scheduled  
strengthened  
supervised

### Communication Skills

addressed  
arbitrated  
arranged  
authored  
corresponded  
developed  
directed  
drafted  
edited  
enlisted  
formulated  
influenced  
interpreted  
lectured  
mediated  
moderated  
motivated  
negotiated  
persuaded  
promoted  
publicized

reconciled  
recruited  
spoke  
translated  
wrote

### Research Skills

clarified  
collected  
critiqued  
diagnosed  
evaluated  
examined  
extracted  
identified  
inspected  
interpreted  
interviewed  
investigated  
organized  
reviewed  
summarized  
surveyed  
systematized

### Technical Skills

assembled  
built  
calculated  
computed  
designed  
devised  
engineered  
fabricated  
maintained  
operated  
overhauled  
programmed  
remodeled  
repaired  
solved  
trained  
upgraded

### Teaching Skills

adapted  
advised  
clarified  
coached

communicated  
coordinated  
developed  
enabled encouraged  
evaluated  
explained  
facilitated  
guided  
informed  
initiated  
instructed  
persuaded  
set goals  
stimulated

### Financial Skills

administered  
allocated  
analyzed  
appraised  
audited  
balanced  
budgeted  
calculated  
computed  
developed  
forecast  
managed  
marketed  
planned  
projected  
researched

### Creative Skills

acted  
conceptualized  
created  
designed  
developed  
directed  
established  
fashioned  
founded  
illustrated  
instituted  
integrated  
introduced  
invented  
originated

performed  
planned  
revitalized  
shaped

### Helping Skills

assessed  
assisted  
clarified  
coached  
counseled  
demonstrated  
diagnosed  
educated  
expedited  
facilitated  
familiarized  
guided  
referred  
rehabilitated  
represented

### Clerical or Detail Skills

approved  
arranged  
cataloged  
classified  
collected  
compiled  
dispatched  
executed  
generated  
implemented  
inspected  
monitored  
operated  
organized  
prepared  
processed  
purchased  
recorded  
retrieved  
screened  
specified  
systematized  
tabulated  
validated