



Resume Basics for CBS Students

While there are some agreed upon characteristics of a strong résumé, it is important that you are comfortable with your résumé and believe that it is an accurate reflection of your skills and experiences. The basic chronological résumé for students and new graduates gives an employer or graduate school admissions committee an easy-to-understand timeline of your educational and work experiences. In a chronological résumé, each section features various experiences listed in reverse chronological order (newest experiences to oldest experiences). Some sections may also be optional, depending on your circumstances. The examples on the following pages are examples of how to apply the suggestions below. You should rely on your own words to describe your experiences and skillsets and not plagiarize from these samples.

FORMATTING- Essential

When formatting your résumé, select a legible font, such as Arial, Cambria, Calibri, Garamond, Georgia, or Times New Roman. It is acceptable to use a font between 10 and 12 for the description text within your resume, however, you may want to use larger fonts, capital letters, bolding or italics to distinguish information like your name, section titles, or the location of a work or internship site. Avoid using periods at the end of each bullet point description because these statements are not full sentences. Also make sure to check your spelling and stay consistent with how you choose to list your information. Your résumé is an opportunity to highlight your ability to pay attention to detail!

For margins, most Word documents default to a one-inch margin. It is appropriate to adjust your margins down to .5 of an inch, if necessary. Typically a **one-page** résumé (front side only) is expected from current or recent college graduates. Consider adjusting your font size, formatting, and margins if you need to get more information onto the page.

CONTACT INFORMATION - Essential

Make sure to include your name, street address, city, state, zip, phone number, and e-mail address. If your address is temporary, indicate this and provide the date that your address expires. Offer a permanent address where you can be reached after that date. Your contact information should be appropriate; keep your voicemail message and e-mail address professional. You may want to consider creating a professional non- U of M e-mail address if you are graduating soon. For example:

Emxxx4850@umn.edu
(555) 743-4270

Emily Knudson

9678 42nd Ave SW
Minneapolis, MN 55455

Samira Yusuf

568 Vardon Avenue Champaign, IL 45783 | 555-452-7845 | sayusuf@gmail.com|

OBJECTIVE STATEMENTS--Optional

Objective statements are optional and you will likely hear varying opinions on the necessity of having this section on your résumé. Objective statements may be helpful at career fairs or during interactions with an employer or graduate program when you are not formally submitting additional materials, such as a cover letter or graduate school application, at that time. If you do decide to use an objective statement, make sure to:

1. Tailor it to the specific position or organization.
2. Focus on what qualities and skills you can bring to the employer- not what you are looking for in an employer.
3. Keep it short.

EDUCATION- Essential

When putting together your educational information, include your degree, major, name of institution/location, graduate date, GPA (if cumulative is above 3.0) and relevant coursework. For college

students and new graduates, education appears near the top of the résumé either directly underneath your contact information, or your objective statement if you have one.

Include your date of graduation so the recruiter will know when you are available for work. If you are mid-education- expected graduation month and year is appropriate.

Whether to include GPA can be tricky. Many employers (especially those with formal new graduate hiring programs) may use GPA to screen candidates. As a general rule, if your GPA is 3.0 or higher, include it.

Many students will feature coursework that is relevant to the job as a way to provide a potential employer with some information about their knowledge and skill sets. This information should go immediately under your education information, but does not need to be its own section. An example including all this information may look something like this:

University of Minnesota- Twin Cities
Bachelor of Science in Biology, Minor in Spanish

Expected May 2017
GPA: 3.2

Honors: Honors program, Dean's List (1 semester)

Relevant Coursework: Cell Biology, Molecular Biology and Society, Neuroscience and Society

Study Abroad: If you studied abroad, you can list this immediately below your University of Minnesota information or if you had additional experience such as an internship or research project while abroad, you may choose to include it in your experience section. We encourage you to use a similar format including the name of the university or college and the location. You may want to include a coursework section underneath to highlight the courses you took, or a one-sentence description that provides information about the general educational theme of your experience. For example:

Queen Mary University, London, England

Spring 2015

Explored the history of medicine in the United Kingdom through excursions and coursework including:

Medicine in the UK: Medieval Mysticism to Modern Socialized Medicine

SKILLS -Optional

Use this section to identify your tangible abilities, such as proficiency in specific software, lab techniques, or language skills. Try not to list soft skills in this section, such as "detail oriented" or "team player". While soft skills are important, your goal is to use your experience section descriptions to demonstrate that you are capable of working well in teams or that you can accomplish detail oriented tasks. For example:

SKILLS

Lab Techniques: PCR, Western blotting, Gel electrophoresis, Microscopy

Computer Skills: Microsoft Office, EPIC electronic medical software

EXPERIENCE- Essential

Your section titles are one of the best ways to tailor your résumé for specific opportunities. While it's okay to have a general Experience section, consider specialized sections such as Research Experience, Clinical Experience, Volunteering or Work Experience. No one expects you to have all of these, but if you notice themes in your experiences that can be grouped, this is a great way to personalize your résumé.

You can also rearrange these sections within this part of your résumé to highlight certain sections first. For example, you might list your Research Experience section first under your education section if you are applying for a research position, but if you are applying for a non-profit position or internship, you may want to move your Volunteer Experience section to the top. If you have a Relevant Experience section, make sure it is tailored so that you have the most relevant experiences for the specific opportunity or position highlighted. (Hint: Review the position description to help you determine which experiences are most relevant.)

Organizing Your Experiences:

Overall, your goal is to make information easy to find, read, and understand. To do so, use strong action verbs to describe your transferable skills. For current experiences use present tense, and completed experiences, past tense. For each description, use a rounded bullet point instead of squares, arrows or other markers. Stay consistent with your punctuation, and try to include keywords that match those on the

description of the position. Make sure to highlight your soft skills in your descriptions and try to quantify your accomplishments.

What to include in your descriptions?

Name of Organization

Location

Title/Experience

Dates

Description of the experience

- **Power verb + Task Description + Contribution, Results or What you learned from that task**

Examples (Pick a formatting style that works for you but keep it consistent):

College of Biological Sciences, University of Minnesota-Twin Cities

September 2014- Present

Peer Advisor

- Provide answers to current CBS students questions regarding coursework and navigating the college experience
- Deliver knowledge both through in-person and online interactions
- Refer students to appropriate on campus resources when necessary
- Represent CBS Student Services at a variety of events including, Parents' Weekend and Sneak Preview

Walk on Farm

Springfield, IL

Volunteer

Summers 2011 – 2013

- Assisted with riding lessons at a center for therapeutic horse riding for handicapped children
- Prepared the horses for the lessons through grooming, saddling and the cleaning of stalls
- Gained greater confidence for working with horses and communicating with children within that setting

College of Biological Sciences, University of Minnesota – Twin Cities

Minneapolis, Minnesota

Undergraduate Research Assistant

September 2015- present

- Lead two laboratory sections of 20 students
- Present lectures in an engaging manner and teach laboratory techniques including gel electrophoresis
- Encourage the development of analytical skills in students through the use of the scientific method
- Provide constructive feedback on assignments and assessments as well as additional tutoring on difficult topics, in biochemistry and cell biology

RESEARCH -Optional

When incorporating research experience on your résumé, you should include information about the overarching goals of the lab, as well as how your role contributes to the research. This would include the department and faculty mentor (if at a university), company, and location, as well as a description of the experience (what you did, how you did it, what you accomplished). For example:

University of Minnesota-Twin Cities

September 2014-December 2015

Undergraduate Research Assistant, Department of Biology

Faculty Mentor: James Watson, Ph.D.

- Created single amino acid mutations in an enzyme involved in sulfur metabolism, sulfite reductase
- Cleaned and organized lab equipment
- Ordered and maintained office and lab supplies

Undergraduate Research Assistant

Spring 2014, Fall 2014

Department of Genetics, Cell Biology, and Development

Faculty Mentor: James Watson, Ph.D.

University of Minnesota, Twin Cities

- Performed genomic screen for genes that control development of the nematode *C. elegans* using RNA interference (RNAi)
- Maintained mutant worm populations, grew plasmid containing *E. coli* to feed worms, screened worms for phenotypes using microscopy and fluorescence microscopy, updated RNAi database on findings
- Awarded grant funds for undergraduate research through the Undergraduate Research Opportunities Program (UROP)

Undergraduate Research Assistant

May 2015 to Present

Undergraduate Directed Research, *Department of Fisheries, Wildlife, and Conservation Biology*

Faculty Mentor: Margaret Davis, Ph.D.

- Assisted in extensive research and fieldwork in teams collecting and sorting invasive aquatic plant species in the investigation of their relationship with native insects in freshwater lakes.
- Trained in basic lab techniques including water quality measurements, and certified in practice of electrofishing
- Independently headed data-processing with proficiency in R analysis software and Excel

Listing a publication and a conference presentation may look something like this:

Spike, C. A., Coetzee, D. Smith, C. Wang, X. Hansen, D. and Greenstein, D. "The TRIM-NHL protein LIN-41 and the OMA RNA-binding proteins antagonistically control the prophase-to-metaphase transition and growth of *Caenorhabditis elegans* oocytes." *Genetics* 198.4 (2014): 1535-558.

Azumah, S. "Three critical concepts for teaching bioethics." 2016 University of Minnesota Undergraduate Symposium, Minneapolis, MN. 23 May 2016.

ACTIVITIES OR STUDENT ORGANIZATION -Optional

Your student activities can provide additional evidence that you developed skillsets of interest to employers and graduate programs. Holding a leadership position, participating in student organizations, taking part in a theater production, or playing on a sports team all offer you the chance to show an employer you have sought-after skills, such as teamwork or communications. Many employers will also look at this section to see if the candidate is well rounded.

Pre-Genetic Counseling Club, University of Minnesota - Twin Cities *September 2014-Present*
Active Member

- Attend biweekly meetings with guest lecturers in the profession
- Contribute to discussions about topics in the field of genetic counseling including ethical issues and trends in the field

Intramural Soccer Team *September 2012- Present*
University of Minnesota-Twin Cities, Minneapolis, MN

Captain *September 2014- Present*

- Secure practice courts for members
- Organize travel and lodging for out of town matches
- Serve on try-out committee to select 11 starters and six substitute players for the season

Team Member *September 2012- September 2014*

- Secured starting sweeper position for season
- Participated in matches around the Midwest

HONORS AND AWARDS-Optional

Include honors and awards relevant to the job, demonstrate achievement or provide evidence of your skills. Remember to include a short description if the name alone of the award does not indicate what you accomplished in order to earn the award. For example:

Rotary Foundation Global Grant *Summer 2015*
Awarded \$5,000 to support a basic dental care education project in Guatemala

Portions of guide courtesy of the *National Association of Colleges and Employers*. <http://www.naceweb.org/>
For additional assistance with your résumé, contact CBS Student Services at 612-624-9717 to schedule an appointment with a Career Coach.

Power Verbs for Your Resume

The **bolded** terms describe transferrable skills or competencies that employers often seek in candidates and the words in each box are synonyms or Power Verbs that you can use to start a bullet point on a resume to highlight your skills.

Accomplishments

Example: Increased student participation by 25% over a 6-month period

Accomplished	Constructed	Ensured	Hastened	Maximized	Reduced (losses)
Achieved	Contributed	Excelled	Heightened	Minimized	Rejuvenated
Added	Delivered	Expanded	Improved	Modernized	Renovated
Advanced	Demonstrated	Expedited	Increased	Obtained	Restored
Attained	Diminished	Extended	Innovated	Orchestrated	Spearheaded
Augmented	Earned	Finalized	Integrated	Overcame	Succeeded
Boosted	Eclipsed	Fulfilled	Introduced	Prevailed	Transformed
Combined	Enlarged	Generated	Joined	Qualified	Uncovered
Completed	Enjoyed	Grew	Launched	Realized	Upgraded
Consolidated	Enlisted	Guaranteed	Lightened	Received	Won

Problem Solving

Example: Streamlined ordering through the use of computer technology, decreasing wait time from 6-2 days

Alleviated	Conceptualized	Detected	Found	Repaired	Generated
Analyzed	Created	Diagnosed	Investigated	Revamped	Synthesized
Brainstormed	Debugged	Engineered	Recommended	Revitalized	Theorized
Collaborated	Decided	Foresaw	Remedied	Revived	Streamlined
Conceived	Deciphered	Formulated	Remodeled	Satisfied	Resolved

Quantitative

Example: converted files from COBAL to JAVA in order to increase compatibility with current systems

Accounted for	Checked	Dispensed	Grossed	Projected	Tabulated
Appraised	Compiled	Dispersed	Increased	Purchased	Totaled
Approximated	Compounded	Earned	Inventoried	Quantified	
Audited	Computed	Enumerated	Maximized	Rated	
Balanced	Conserved	Estimated	Multiplied	Reconciled	
Budgeted	Converted	Figured	Netted	Recorded	
Calculated	Counted	Financed	Profited	Reduced	

Communication

Example: Presented to groups of 30+ transfer students on a weekly basis concerning university policies and procedures

Acted	Composed	Elicited	Justified	Rendered	Summarized
Adapted	Consented	Explained	Lectured	Reported	Supplemented
Addressed	Convinced	Fabricated	Mediated	Revealed	Surveyed
Admitted	Concluded	Extracted	Marketed	Represented	Supported
Allowed	Consulted	Fashioned	Moderated	Sanctioned	Synthesized
Amended	Corresponded	Greeted	Negotiated	Settled	Systematized
Arbitrated	Critiqued	Highlighted	Perceived	Shaped	Tested
Argued	Dedicated	Illustrated	Persuaded	Smoothed	Taught
Ascertained	Defined	Improvised	Presented	Specified	Translated
Attested	Deliberated	Indicated	Publicized	Spoke	Transmitted
Briefed	Demonstrated	Inferred	Queried	Sold	Verified
Clarified	Drafted	Informed	Questioned	Solicited	Welcomed
Cleared up	Dramatized	Instructed	Referred	Submitted Wrote	Wrote
Closed	Edited	Interpreted	Reinforced	Substantiated	Promoted
Communicated	Educated	Interviewed	Related	Suggested	Responded

Helping and Teamwork

Example: Provided academic support for 30+ at-risk primary school students through an after-school program

Accommodated	Coached	Elevated	Helped	Provided	Saved
Advised	Continued	Enabled	Interceded	Protected	Served
Aided	Bolstered	Eased	Familiarized	Prescribed	Returned
Alleviated	Cooperated	Endorsed	Mobilized	Rehabilitated	Sustained
Assisted	Counseled	Enhanced	Modeled	Relieved	Tutored
Assured	Dealt	Enriched	Polished	Rescued	Validated
Participated	Partnered	Supported	Contributed	Mediated	Collaborated

Research

Example: Analyzed water quality of glacial ponds which resulted in findings featured in a mobile app "Island of Ice"

Analyzed	Conducted	Diagnosed	Formulated	Located	Replicated
Ascertained	Confirmed	Estimated	Gathered	Measured	Reported
Collected	Critiqued	Evaluated	Identified	Prescribed	Reviewed
Compared	Deciphered	Examined	Integrated	Prioritized	Scrutinized
Computed	Detected	Experimented	Invented	Projected	Solved
Conceptualized	Determined	Extracted	Investigated	Rated	Studied
Concluded	Devised	Forecasted	Justified	Researched	Summarized

Organization

Example: Coordinated weekly office schedules for 8 employees

Acquired	Authorized	Customized	Instituted	Planned	Scheduled
Activated	Cataloged	Delegated	Issued	Prepared	Selected
Adjusted	Centralized	Designated	Linked	Prioritized	Secured
Allocated	Charted	Designed	Logged	Processed	Simplified
Altered	Classified	Dispatched	Mapped out	Procured	Sought
Appointed	Collected	Established	Neatened	Programmed	Straightened
Arranged	Committed	Facilitated	Obtained	Recruited	Suggested
Assembled	Confirmed	Housed	Ordered	Rectified	Supplied
Assessed	Contracted	Implemented	Organized	Retrieved	Standardized
Assigned	Coordinated	Incorporated	Oriented	Routed	Validated

Leadership

Example: Trained 20+ new employees in customer service policies over a 2-year period

Adjusted	Corrected	Graded	Modified	Refined	Supervised
Analyzed	Correlated	Inspected	Monitored	Regulated	Supplied
Apportioned	Developed	Indexed	Officiated	Reviewed	Tightened
Assessed	Discovered	Judged	Overhauled	Revised	Traced
Assumed	Elected	Founded	Led	Raised	Strengthened
Caused	Employed	Guided	Managed	Recommended	Supervised
Certified	Established	Licensed	Oversaw	Screened	Updated
Chaired	Empowered	Hired	Mentored	Recruited	Trained
Changed	Encouraged	Influenced	Motivated	Sanctioned	Transformed
Compared	Examined	Maintained	Policed	Set	Coordinated
Conducted	Enhanced	Initiated	Originated	Set goals	Visualized
Controlled	Explored	Measured	Prohibited	Scrutinized	Presided
Directed	Established	Inspired	Pioneered	Spearheaded	United