

Résumé Resources for Pathways to Graduation Staff

Developed by College and Career Resource Center (CCRC) Staff

Enclosed in this packet:

- Sample student résumé for student with experience (pg. 2)
- Sample student résumé for student with little/no experience (pg. 3)
- Blank template for student résumé (can be filled in by student or teacher) (pg. 4)
 - o NOTE: Italics are used to show where your student should enter his/her information. The information, however, should not be in italics!
- Résumé worksheet to help students develop content (pgs. 5-6)
- List of “Transferable skills” (pg. 7)
- Examples of using little/no experience to craft a résumé (pgs. 8-9)

Karen Griffiths

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EDUCATION

Pathways to Graduation | Sept. 2011 – Jan. 2014

New York, NY

- Graduated – February 2014
- High School Equivalency Diploma

WORK EXPERIENCE

Baker Photography | Aug. 2012 – Nov. 2013

Brooklyn, NY

Photographer

- Consulted with clients by providing detailed instructions poses, lighting, etc.
- Used Photoshop high-profile industries software to edit photos

Private Childcare Provider | June 2009 – April 2014

Brooklyn, NY

- Bathe and clean children as needed
- Provided a safe environment for child 6 months - 5 years old
- Planned, prepared, and arranged nutritious meal and snacks
- Created and implemented educational and reading activities

EXTRACURRICULAR ACTIVITIES

- Student Ambassador: Participated in the hiring processes of new staff members at Pathways to Graduation
- Student Ambassador/Usher for Pathways to Graduation Career Day: Assisted all guest with registration, guide students to workshop rooms, and provided other instructions or assistance | May 2014

AWARDS / HONORS

- Perfect Attendance | 2011 – 2012 School Year

SKILLS & ABILITIES

- Customer Service: Communication, Problem-solving, Active listener
- Bilingual Spanish/English
- Typing: 75 words per minute
- Excellent interpersonal skills
- Photographer: Knowledgeable about equipment used
- Software installation: Microsoft Office, etc.

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EDUCATION

Pathways to Graduation | Sept. 2014 – Present

New York, NY

- Expected graduation date: June 2015
- Currently enhancing skills in reading, writing, and math

SKILLS & ABILITIES

- Excellent customer service skills
- Utilizes group problem-solving and decision-making techniques
- Discourages competition and promotes open communication
- Able to follow written and oral instructions
- Respects differences (e.g. gender, race/ethnicity, thinking styles, etc.) when interacting with team members
- Recognizes and rewards good performance
- Good with Microsoft Word, Excel, and PowerPoint
- Bilingual: English and Spanish

WORK/VOLUNTEER EXPERIENCE

Customer Service Assistant, Family Store | June 2009 – April 2014

Queens, NY

- Greet customers and provide customer service
- Maintain clean and organized shelves and store
- Restock shelves as needed
- Use cash register for financial transactions, provide change

NAME

Address, Apt. #2
City, NY zip
Tel.
email@email.com

EDUCATION

Pathways to Graduation | Sept. 2011 – Jan. 2014

Staten Island, NY

- *Date of graduation or expected graduation*
- High School Equivalency Diploma

WORK EXPERIENCE

Name of Company | Dates of work

Location, NY

Title of Job

- *Description*
- *description*

Name of Company | Dates of work

Location, NY

Title of Job

- *Description*
- *description*

EXTRACURRICULAR ACTIVITIES *Delete if none*

- Activity 1
- Activity 2

AWARDS / HONORS *Delete if none*

- Honor 1
- Honor 2

SKILLS & ABILITIES

- List as many as apply
- List
- List

Résumé Worksheet

The purpose of this worksheet is to help you gather and write down the information needed to create, and type your résumé. Fill in all of the blanks within the worksheet. Be sure the information is **accurate**. You will use this information to develop or enhance your résumé. Take the time to look up anything you are not sure of: dates, locations, proper titles, or the correct spelling, etc.

Skills: Skills are things you can do well and/or that you have experience with. You don't need to have had a job in order to have skills! Some examples include: Team player; bilingual (list the languages); childcare provider; customer service provider; organizational skills; etc.

Transferable Skills*: Transferable skills are skills you learned or used in school, volunteering, or at a job that may help you in your first job or next job. A list of transferable skills is on page 8. Some other examples include:

- | | |
|---|--|
| <input type="checkbox"/> On time to school/class/punctual

<input type="checkbox"/> Complete assignments/meet deadlines
<input type="checkbox"/> Research information/gather data
<input type="checkbox"/> Prepare equipment for sports/set up work area
<input type="checkbox"/> Play sports/teamwork | <input type="checkbox"/> Write papers/prepare written reports
<input type="checkbox"/> Turn in completed school work/completed assigned work
<input type="checkbox"/> Supervise younger children
<input type="checkbox"/> Lead and manage situations and projects |
|---|--|

Personal Attributes or Qualities: These are qualities you have in your personality that an employer might want or need. Some examples (be sure to add your own!):

- | | |
|---|--|
| <input type="checkbox"/> Works well with others
<input type="checkbox"/> Dependable
<input type="checkbox"/> Honest
<input type="checkbox"/> Friendly
<input type="checkbox"/> Enthusiastic
<input type="checkbox"/> Hard worker | <input type="checkbox"/> Follows directions
<input type="checkbox"/> Earns good grades
<input type="checkbox"/> Asks questions
<input type="checkbox"/> Works independently/Independent
<input type="checkbox"/> Team player
<input type="checkbox"/> Positive attitude |
|---|--|

Computer Skills: List all computer programs and skills you have. For example: Microsoft Office; Excel; Adobe Photoshop; Email; Typing (if you can type more than 60 words per minute); etc.

Experience: Employers are interested in the type of experiences you have, whether they are at school, a past job, or a job in your family such as caring for siblings or helping at a family business. Employers need to know the name of the company where you worked, when you did the work, and the type of experience you gained. Always start with the most recent experience first on your résumé. Be sure to list school activities as well. You can also list chores, volunteer experiences, church or community activities.

Position, Title or Job you did: _____

Company/Family/Organization Name: _____

City/State (location where you worked): _____

Dates Employed from _____ **to:** _____

Year Employed from _____ **to:** _____

List all of the duties you performed, your responsibilities, and what you did each day.

List at least two accomplishments and the results of each accomplishment. A result is how you improved or what things around you were affected because of your actions or as a direct result of your work.

Ex: Organized the shelves in the store which allowed customers to find items easily and made the store look professional.

(repeat for as many additional jobs or experiences)

Education: Employers want to know if you have either graduated or are currently in school. If you have additional school (such as vocational or trade school, or education in another country) that is also important for them to see. Always list your most recent and your highest level of education first.

Name of School: _____ **City/State:** _____

Date of graduation or expected date of graduation _____

List any Honors, Awards, Achievements or Activities: _____

Special Skills, Interests or Recognition: If you have any relevant skills or interests that an employer may find useful, you can list them on your résumé. Be careful what you list – make sure it is “professional” and of interest to an employer! Some examples include:

- | | |
|---|---|
| <input type="checkbox"/> Bilingual (list the languages you speak) | <input type="checkbox"/> Member of student dance team |
| <input type="checkbox"/> Trained in CPR | <input type="checkbox"/> Won “Best Volunteer” at annual church celebration, Spring Baptist Church, New York |
| <input type="checkbox"/> Received babysitting certification | <input type="checkbox"/> Spoken word poet, student performance |

Action Words for Résumés

Use action words to describe your experience and accomplishments. You should use present tense (i.e. “manage” or “collaborate”) when describing tasks that you are still doing. Use past tense (i.e. “managed” or “collaborated”) when describing tasks that you are no longer doing.

Accomplished	Enlarged	Prepared
Achieved	Established	Processed
Adjusted	Evaluated	Produced
Administered	Examined	Programmed
Advised	Expanded	Promoted
Analyzed	Flagged	Proposed
Approved	Formulated	Provided
Arranged	Founded	Purchased
Assisted	Gathered	Recommended
Budgeted	Generated	Reduced
Built	Guided	Referred
Calculated	Headed	Reorganized
Charted	Identified	Replaced
Cleaned	Implemented	Reported
Compared	Improved	Represented
Compiled	Increased	Researched
Completed	Initiated	Restored
Composed	Inspected	Reviewed
Conducted	Installed	Revised
Consolidated	Instituted	Scheduled
Constructed	Instructed	Selected
Consulted	Integrated	Served
Controlled	Interpreted	Sold
Coordinated	Invented	Solved
Counseled	Justified	Stocked
Counted	Lectured	Studied
Created	Led	Supervised
Decreased	Lobbied	Supplied
Delivered	Maintained	Swept
Designated	Managed	Taught
Designed	Modified	Tested
Detected	Motivated	Traced
Determined	Negotiated	Trained
Developed	Obtained	Translated
Devised	Operated	Updated
Diagnosed	Ordered	Utilized
Directed	Organized	Won
Discovered	Overhauled	Wrote
Distributed	Performed	
Edited	Persuaded	
Eliminated	Planned	

Transferable Skills

Students' skills (bulleted below) can be categorized into a key area (in bold) for inclusion in a resume.

SELF-DIRECTED LEARNING

- Learns from experience
- Learns quickly
- Asks for honest feedback from others
- Views mistakes as necessary learning opportunities
- Applies lessons learned from mistakes, setbacks and successes
- Plans for personal and professional development and monitor progress
- Knows own strengths and challenges

ORGANIZATION

- Plans and arranges events and activities
- Attends to visual detail
- Keeps records
- Multi-tasks a variety of activities
- Coordinates fundraising activities
- Manages finances

SELF-MOTIVATION/INITIATIVE

- Displays good attendance and punctuality
- Functions with minimal supervision
- Pays attention to detail
- Completes tasks and is accountable for results
- Welcomes extra responsibilities

TEAMWORK

- Works with team members to define team goals
- Assumes responsibility for my assigned role
- Respects differences (e.g. gender, race/ethnicity, thinking styles, etc.) when interacting with team members
- Gives credit to others who have contributed
- Acknowledges and works through conflict
- Supports team decisions (even when such decisions may not entirely reflect my own position)
- Possesses a sense of humor

PROBLEM-SOLVING

- Deals with obstacles and challenges
- Identifies and manages ethical issues
- Gathers information from several sources to understand the problem
- Generates and recommends solutions
- Strives for win/win solutions to problems

- Makes timely decisions

CREATIVITY

- Uses imagination freely
- Combines ideas and information in new ways
- Makes connections between ideas that seem to be unrelated
- Reshapes goals in ways that reveal new possibilities

ACADEMIC/TECHNICAL

- Presents written material
- Presents material orally
- Repairs equipment or machinery
- Researches facts
- Builds or constructs objects
- Speaks a foreign language (specify language)
- Utilizes computer software (specify programs)

MANAGEMENT

- Handles complaints
- Coaches and advises others
- Delegates responsibility
- Assesses and evaluates own work
- Assesses and evaluates others' work

LEADERSHIP

- Motivates others
- Leads a team
- Discourages competition and promotes open communication
- Utilizes group problem-solving and decision-making techniques
- Delegates authority and responsibility

COMMUNICATION

- Listens actively
- Encourages others to ask questions, provides suggestions and share opinions
- Provides and solicits feedback
- Uses clear language and examples to explain concepts
- Presents in front of a group with confidence and poise
- Writes clearly, concisely, with correct grammar, spelling and punctuation

TIME MANAGEMENT

- Accurately estimates time needed to perform a task
- Assesses and evaluates priorities daily
- Keeps focused and avoids wasting time
- Manages interruptions