



Resume Writing Guide: Translating Your Service into Professional Experience

The Bonner Community Engagement Curriculum

BWBR DESCRIPTION:

Bonner Curriculum workshop teaches participants strategies for documenting their service and capacity building as key professional skills.

NOTE:

NOTE: While this is not a “workshop,” the purpose of this guide is to provide Bonners with some structured help with constructing their resumes. Service and professional experiences encountered through the Bonner Program can and should show up all over a student’s resume, including as a professional position (i.e., Bonner Scholar or Leader), as well as individual positions (i.e., Project Coordinator, Boys and Girls Club), and for trainings and conferences (i.e., Presenter, IMPACT National Conference or Training, Leadership and Diversity Skills, etc.). This guide instructs participants strategies for documenting their service and capacity building as key professional skills.

The best use of it is for students/participants to take some time in the meeting to walk through it, using the worksheet to help construct a resume. Having laptops or computers on hand is an excellent strategy. Additionally, getting other sample resumes from other Bonner Scholars or Leaders (seniors or graduates) is a good idea. A few are included. **Visit and join the LinkedIn Bonner Alumni Network as well!**

Introduction

At best, a resume is a great marketing tool for an employer who is interested only in what you can contribute to their organization. It is not a laundry list of all past experiences, but a defined and focused listing of experiences and skills that illustrate why you are a great fit for a particular position.

Yet, when you are creating a resume with limited professional and mostly volunteer experience, producing a clear, defined resume that reveals important learned skills can be difficult. This guide is a start in helping you understand your past volunteer, as well as work experience, and how to best accentuate it in your marketing tool, your resume.

Types of Resumes

- **Chronological Resume:** A chronological resume lists experiences from the most recent to the least. It is simple, quick to scan, and employers seem to like it for this reason.
- **Functional Resume:** A functional resume is a resume arranged around certain skills, not on any chronological order. This style may be more difficult to keep organized and clear. However, this style is useful if you work to make it very accessible. Functional resumes are also good if you've had frequent changes of jobs, gaps in time, consulting or other project-based experiences.
- **Curriculum Vitae Resume:** A curriculum vitae resume is a detailed, lengthy and structured listing of education, publications, projects, awards and work history. This type is most used by academics and scientists.
- **Electronic Resume:** An electronic resume is a resume that is either chronological or functional that is easily scanned and enter into a resume database that employers can easily search.

The best way to figure out what type of resume you need is through contacting your Career Service office on campus. Your office can provide you with examples.

General Information

To begin developing a resume, it is important to have some focus in relation to why you are developing a resume, including a potential job you are applying to or what type of organization you want to work for.

To help establish this focus, answer the following questions:

1. What kind of job, internship, or position am I applying for?
2. What kind of skills does this position require?

3. What special skills do I have that will help me get the position?
4. What are my strengths? Weaknesses?
5. What are my greatest accomplishments in my past work and volunteer experience?

Resume Content

The Basics

When constructing, you should try to answer three basic questions:

- ***Who am I?***
Your resume should be an inclusive snapshot of who you are—what you are committed to, the issues or organizations you have been engaged in, and where your hope that your future professional path takes you. It defines you for an employer.
- ***What have I done?***
Though it may seem like it, a resume should never be just a list of past and present positions, interests, and other activities. It is a personal marketing tool that showcases your significant positions, recognitions, awards, interests, and overall achievements. Each item listed in your resume should demonstrate significant skills mastered, goals met, and should show an employer that you have actively sought opportunities to increase skills, knowledge, and general competency.
- ***What can I do for my potential employer?***
Perhaps the key consideration in creating a resume comes from the employer, who only wants to know what you can do for him or her. Initially, the first way that is demonstrated is through your resume (one of the last ways is an interview.) The best way to answer this question is by knowing what a position requires and building the resume around the needed set of skills.

B. Brainstorming Experience

When actually preparing to write a resume, it can be difficult to remember exactly what positions you have had during and after college and exactly what you accomplished in

these positions. So, take time to brainstorm past positions (including present ones). Use the following chart and these four questions:

- ***What was my position?***
- ***What was my role?***
- ***How did I fulfill my role?***
- ***What was the result?***

My Position	Role	How did I fulfill my role	Result
Example Soup Kitchen Volunteer	Served meals to the homeless, helped guests to connect with resources	Volunteered 10 hrs/wk, worked with kitchen director to identify resources	several people got housing, jobs, food. learned to prepare meals for large numbers, practiced advocacy skills.

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C. Awards and Accomplishments

Documenting awards and accomplishments on your resume illustrates for an employer that the quality of your work and dedication to other positions and projects has been so high that you have received special recognition. Awards and accomplishments may range from something like "Volunteer of the Year," to being selected to represent your school or community at a special event.

Use the space following to brainstorm a list of your awards and accomplishments.

D. Publications and Presentations

Publications and presentations on a resume show an employer that your communication skills are above average and better. Publications may include having regular articles in your school newspaper or literary journal, to having work published in other professional publications. Presentations do not include regular class presentations, but special presentations at conferences, summits, or other gatherings that exceed your normal class work.

Use the space following to brainstorm a list of presentations and publications.

E. Additional Skills and Interests

The additional skills section of your resume helps to show an employer aspects of your professional and personal development that may not be evident in other parts of the resume. This section includes any special skills(i.e. languages, proficiency with computer programs, etc), extracurricular activities, community involvement (like regular volunteering or boards), interests, and hobbies.

Use the space following to brainstorm a list of your additional skills.

II. Synthesizing Experience

A. Objective Statement

An objective statement is a concise one-sentence statement at the beginning of the resume that tells an employer exactly what position you want and why you are applying. *Essentially, it is the goal of the document.* Yet, objective statements can be considered optional or even unimportant. However, it has a dual function for your purpose: it will help you focus your resume around a specific position and it will help let an employer know what type or position, experience, or organization you seek.

Example: To apply for a community organizing position, the resume's objective statement might be:

To obtain a community organizing position that will enable further work in community outreach and empowerment

With a position or job in mind, use the following space to brainstorm potential objective statements:

B. Experience and Language

Taking work and volunteer experiences and framing them appropriately within a document like a resume takes some attention and practice. The following sub-points will provide a working model to convert your experiences into resume language. First consider the characteristics of resume writing style.

When describing work experience:

- Use brief, direct language and avoid unnecessary words
- Use short paragraphs, ranging 1- 5 sentences
- Begin each sentence with powerful action verbs
- Make it is free from grammatical, punctuation, spelling, and typographical errors

To begin creating a description of work or volunteer description, refer to a brainstormed experience from the chart in part B section 3.

- I. First, write out everything that you brainstormed as your role, how you fulfilled your role, and results as exemplified below:

Example:

- Served meals to the homeless, helped guests to connect with resources.
- Volunteered 10 hrs/wk, worked with kitchen director to identify resources.
- Several people got housing, jobs, food.
- Learned to prepare meals for large numbers, practiced advocacy skills.

Your list:

2. Second, identify each active verb in your list and create a new list of verbs from your description:

Example:

- Served meals to the homeless, helped guests to connect with resources
- Volunteered 10 hrs/wk, worked with kitchen director to identify resources.
- Several people got housing, jobs, food. learned to prepare meals for large numbers, practiced advocacy skills.

Verbs

Served

Helped

Volunteered

Worked

Learned

Prepare

Practiced

Your List:

Individuals/groups

Homeless
Guests
Kitchen director
people

Results

Several people got housing,
jobs, food.
Learned to prepare meals
for large numbers
Practiced advocacy skills

3. Third, in your description, identify
that you interacted with as part of

Worked with	homeless guests	to find housing, jobs, etc.
action verb	who/what involved	results

Example:

- Served meals to the homeless, helped guests to connect with resources
- Volunteered 10 hrs/wk, worked with kitchen director to identify
- Resources. several people got housing, jobs, food.
- Learned to prepare meals for large numbers, practiced advocacy skills.

Individuals/groups

Homeless
Guests
Kitchen director
people

Your list:

4. Fourth, identify the results or outcomes of your role:

Example:

- Served meals to the homeless, helped guests to connect with resources

- Volunteered 10 hrs/wk, worked with kitchen director to identify
- Resources.
- Several people got housing, jobs, food. Learned to prepare meals for large numbers, practiced advocacy skills.

Results

Several people got housing, jobs, food.

Learned to prepare meals for large numbers

Practiced advocacy skills

Your list:

5. Fifth, assemble your list into 3 columns specifying: *verbs, individuals/groups, results*. The goal now is to use the columns as a starting point to begin drafting the sentences that will compose your work experiences for this particular position. Keep in mind the characteristics of a resume writing style described at the beginning of this section.

Moreover, use the columns to create short sentences that have three parts: **a strong action verb, who or what was involved, and the result.**

Use this example to help you.

Example:

Verbs

Served
Helped
Volunteered
Worked
Learned
Prepare
Practiced

Sentences:

Helped	kitchen director	prepare meals for guests
<i>action verb</i>	<i>who/what involved</i>	<i>results</i>

Practiced	advocacy skills	in locating resources for guests
<i>action verb</i>	<i>who/what involved</i>	<i>results</i>

Using the model above, draft 2-5 sample sentences.

6. Sixth, review each of your sentences. Remember, it is important that each sentence begins with the appropriate verb that accurately describes the experience as directly and actively as possible.

Questions to consider when revising sentences:

- Does my action verb accurately describe my experience?
- Is the sentence clear and direct?

See example below.

Example:

Worked with homeless guests to find housing, jobs, meals, and economic resources.

Questions:

- Does “worked” in the first sentence strong enough to describe my role in helping homeless guests find housing, jobs, and food? If not, what word does?
- Also, is it clear and direct? Could there be any questions concerning what I did?

Using the model above, revise your sentences (*consult Appendix A for action verb listings.*)

C. Labeling the Experience

Now that you have accomplished the task of developing your job description, its time to put the finishing it, which includes:

- The organization you worked with
- The title of your position
- Where the organization is located (city, state)
- Length of time you held the position (earliest month/year to latest or present.)

Example

Urban Outreach, Inc, Atlanta, Georgia

Volunteer, September 2001- Present

- Advised homeless guests in finding housing, jobs, and resources. Assisted kitchen director in preparing meals for guests. Practiced advocacy skills in locating resources for guests.

Now, draft your final description for you role:

II. Conclusion

Now, you have all the info (and models) you will need to begin draft your resume. Schedule an appointment with your career services office to choose the right resume style for you and to continue revising your experience.

SAMPLE ACTION WORDS

Clerical or Detail Work:

Approved	Generated	Purchased
Arranged	Implemented	Recorded
Catalogued	Inspected	Retrieved
Classified	Monitored	Screened
Collected	Operated	Specified
Compiled	Organized	Systematized
Dispatched	Prepared	Tabulated
Executed	Processed	Validated

Communication Skills:

Addressed	Enlisted	Persuaded
Arbitrated	Formulated	Presented
Arranged	Influenced	Promoted
Authored	Interpreted	Publicized
Corresponded	Lectured	Recruited
Directed	Moderated	Translated
Drafted	Motivated	Wrote
Edited	Negotiated	

Creative Skills:

Acted	Fashioned	Originated
Concentrated	Founded	Performed
Created	Illustrated	Planned
Designed	Instituted	Revitalized
Developed	Integrated	Shaped
Directed	Introduced	
Established	Invented	

Financial Skills:

Administered	Balanced	Managed
Allocated	Calculated	Marketed
Analyzed	Computed	Planned
Appraised	Developed	Projected
Audited	Forecast	Researched

Helping Skills:

Assessed	Demonstrated	Familiarized
Assisted	Diagnosed	Guided
Clarified	Educated	Referred
Coached	Expedited	Rehabilitated
Counseled	Facilitated	Represented

Management Skills:

Administered	Developed	Planned
Analyzed	Directed	Prioritized
Assigned	Enhanced	Produced
Attained	Evaluated	Recommended
Chaired	Executed	Reviewed
Contracted	Improved	Scheduled
Consolidated	Increased	Strengthened
Coordinated	Organized	Supervised
Delegated	Oversaw	

Research Skills:

Clarified	Examined	Organized
Collected	Extracted	Reviewed
Critiqued	Inspected	Summarized
Determined	Interpreted	Surveyed
Diagnosed	Interviewed	Systematized
Evaluated	Investigated	

Teaching Skills:

Adapted	Enabled	Initiated
Advised	Encouraged	Instructed
Clarified	Evaluated	Persuaded
Coached	Explained	Stimulated
Communicated	Facilitated	
Coordinated	Guided	
Developed	Informed	

Technical Skills:

Assembled
Built
Calculated
Computed
Designed
Devised

Engineered
Fabricated
Maintained
Operated
Overhauled
Programmed

Remodeled
Repaired

Upgraded

Sample Resume: Bonner Student (scaled to fit) - p. 1
Don't forget you can list Bonner Scholar Program as part of experience, in addition to the specific service projects, trainings, and s on.

5800 West Friendly Avenue
Greensboro, NC 27410

Pinnockka@guilford.edu
781-424-7223

Objective: To obtain the Bonner Foundation program associate position applying event coordination, communication and leadership experience.

EDUCATION

Bachelor of Science in Sport Management
Guilford College, Greensboro, NC
Minor in Business Management
GPA: 3.5

May2012

LEADERSHIP EXPERIENCE

Project Coordinator, Project Community, Guilford College

August2010-Present

- Create and facilitate campus wide events that build community between Guilford College and Greensboro
- Delegate tasks to eight people to plan campus wide events
- Propose, defend and manage a budget of \$10,000
- Plan and facilitate member trainings and weekly meetings
- Recruit and train additional volunteers for events
- Maintain and report up to date volunteer hour logs bi-monthly
- Design and carry-out fund raisers throughout the holidays to support Guilford Colleges committed service sites
- Design and facilitate Staff Appreciation Day for all Guilford College staff
- Organize activity days in the fall and spring for the children at Guilford's committed service sites
- Purchase all supplies and materials needed for events
- Communicate and cooperate with other clubs on campus to create new innovative events
- Facilitate blood drives in the fall and spring

Intern, Bonner Scholars Program, Guilford College

August2011-Present

- Update Bonner Scholars Program website throughout the year
- Plan activities and discussion for all Bonner meetings
- Developed and led a workshop in reflection for project coordinator premeister training
- Delivered a detailed presentation on the five 'E's' of Bonner students at an all Bonner meeting
- Organized and advertised for an all campus conference called the Community Service Institute
- Proficient with Microsoft Word, PowerPoint, Excel, and Access

EVENT COORDINATION

Project Coordinator, Volunteer and Internship Fair, Guilford College

September2011

- Updated volunteer organization reference list and informed them of upcoming event
- Created invitation and registration form and managed mailing
- Coordinated event details with catering, facilities and technology services
- Facilitated day-of-event activities to ensure the fair ran smoothly
- Promoted Project Community at table through talking to interested individuals

COMMUNICATION

Intern, Old Colony Young Men's Christian's Academy, Taunton, MA

May2010-August2010

- Worked with low income children ages 6-12 in summer sports and enrichment program to provide their parents with an enriching outlet for their children during the work day
- Set up, broke down and organized facility space, while providing a safe environment for customers
- Assisted in meeting individuals' needs by directing their calls and answering their questions
- Built rapport with customers and provided tours of facility

Volunteer, Falmouth Service Center, Falmouth, MA

December2009-January2010

- Maintained and organized food storage shelves
- Packaged and distributed food to the Falmouth community during the holidays
- Gathered and organized seasonal gifts for underprivileged youth
- Shoveled and iced all entrances to the center to ensure accessibility during the holidays

Sample Resume: Bonner Student (scaled to fit) - p. 2

RELATED EXPERIENCE

Lunch Buddy, Jefferson Elementary, Greensboro, NC

January 2012-Present

- Build and maintain a relationship with a Jefferson Elementary student by stimulating constructive conversations
- Serve as a role model while offering support and encouragement for the student

Salesman, Target, Kingston, MA

November 2006-May 2008

- Open and closed electronics department on work days
- Managed and updated inventory in the electronics department
- Sold electronics to customers while maintaining high quality customer service
- Built rapport with customers to gain an understanding of their needs
- Organized and detailed the designated area to assure department tidiness
- Communicated with other stores to check on availability for customers
- Answered phone calls and reserved products for customers if needed

Counselor, Camp Skylemar, Naples, ME

June 2009-August 2009

- Coordinated and facilitated a soccer program and other activities for pre-adolescent boys at a summer camp
- Assumed responsibility of the six kids in my bunk throughout the summer
- Supervised camp events assuring the safety of all campers
- Counseled campers in difficult times, mostly when they became homesick

Guilford College Men's Soccer

August 2010-October 2011

- Developed efficient time management skills
- Engaged in team building and boosted morale of teammates on and off the field

Coach, Carver Youth Soccer, Carver, MA

Spring 2006-2008

- Coached under 12 youth boys soccer team for two seasons
- Devised and facilitated practices throughout the season
- Managed team equipment throughout the season
- Communicated with parents of any changes or notifications throughout season
- Counseled and motivated players to improve skills

Volunteer, Crusader Athletic Booster Club, Carver, MA

December 2008-Present

- Assisted in the setup and break down of sporting events
- Compiled and updated list of participants for Carver Road Race
- Headed the concession stands at high school sporting events
- Answered calls and questions from participants regarding the road race

Sample Resume: Bonner Student (scaled to fit) - p. 1

EDUCATION

Cornell University, Cornell Institute for Public Affairs - Ithaca, NY

Master of Public Administration

Expected December 2013

Concentration: Social Policy

Relevant Graduate Coursework: Microeconomics for Public Policy Analysis; Legal Aspects of Public Agency Decision Making; Non-Profit Management and Finance; Social and Political Context of U.S. Education; Statistics for the Social Sciences

Hobart and William Smith Colleges - Geneva, NY

August 2008 - May 2010

Bachelor of Arts in History

Concentrations: History of Race and Class, Sociological Studies

Middlesex County College - Edison, NJ

September 2005 - May 2008

Associates Degree - Liberal Arts Studies

WORK EXPERIENCE

Operations Intern

Harlem RBI - New York, NY

June 2013 - August 2013

- Assisted Operations staff in ensuring that all eligible students were registered for Harlem RBI's summer program.
- Collected necessary documents, interacted with parents directly, and input all necessary data into the program Civicorp.
- Acted as a "floater" during Harlem RBI's summer program, which included substituting as a co-coach for the program's baseball teams, helping facilitate reading workshops, acting as trip leader for field trips, and interacting with students and parents
- Kept an up-to-date database on student attendance, which is used by the organization to determine success of the program

Principal's Intern

Middle School 223 - Bronx, NY

June 2012 - August 2012

- Assisted in ensuring that all eligible students attended the school's Summer Bridge Arts Program through working with parents
- Organized field trips for sixth and seventh graders in the Summer Bridge Arts Program to museums throughout New York City
- Assisted teachers in chaperoning students from the Bronx to Manhattan on field trips to the Metropolitan Museum of Art
- Accompanied principal to meetings at Bronx Borough President's Office, Office of the Superintendent for District 7 of NYC
- Brought donated books to local bodegas and other community centers for children and their parents to read

PolicyOptions Research Assistant

The Corella and Bertrum F. Bonner Foundation - Princeton, NJ

February 2012 - May 2012

- Worked on a policy brief regarding childhood obesity in the Trenton, NJ area to be used as part of a larger network of policy briefs through the Bonner Foundation
- Conducted research and collected data on childhood obesity and nutrition, compiled research into a policy brief to be given to various community agencies in the greater Trenton, NJ area, such as the Trenton YMCA

AmeriCorps VISTA, Paralegal

Legal Assistance of Western New York - Geneva, NY

July 2010 - July 2011

- Assisted attorney in Special Education Law cases by conducting legal research and preparing cases
- Conducted intakes with potential clients to the law firm
- Worked with attorneys and paralegals on Supplemental Security Income, Housing, and Department of Social Services cases
- Outreach to families in Western New York about the firm's Special Education legal services through presentations
- Acted as liaison between the law firm and community organizations by attending meetings and being part of community groups

Bonner Junior/Senior Intern and AmeriCorps Member

Bonner Leader/AmeriCorps State and National Member - Edison, NJ/ Geneva, NY

September 2006 - May 2010

- Co-coordinated an AmeriCorps program at Middlesex County College through Democracy House, overseeing the community service of over thirty Bonner Leaders/AmeriCorps members
- Completed over 1,200 hours of AmeriCorps service through local soup kitchens and after-school programs
- Helped in the implementation of the nation-wide Bonner Leaders Program at Hobart and William Smith Colleges
- Brought volunteers for two months a year to local soup kitchen from Hobart and William Smith Colleges

Sample Resume: Bonner Student (scaled to fit) - p. 2

Summer Intern

The Corella and Bertrum F. Bonner Foundation - Princeton, NJ

May - August 2008 and May - August 2009

- Co-developed the currently used foundation website (bonner.org)
- Helped prepare workshops for national leadership development conferences attended by over 400 students
- Worked on a policy brief on Chronic Homelessness which has been used in Geneva, NY

HONORS & AWARDS

Awarded Fellowship of \$28,000 per year, Cornell Institute for Public Affairs, Cornell University - Ithaca, NY 2011 - 2013

Honors Thesis in History, Hobart and William Smith Colleges - Geneva, NY May 2010

President's Leadership Award, Hobart and William Smith Colleges - Geneva, NY August 2008 - May 2010

Deans' List, Hobart and William Smith Colleges - Geneva, NY 2008 - 2010

SKILLS

Microsoft Office Suite and Publisher: Microsoft Word, Excel, Publisher; Public Speaking; Community Outreach; Basic proficiency in nonprofit finance; Experience in writing policy briefs