

RESUME 101

A GUIDE TO THE UNDERGRADUATE BUSINESS RESUME

GOIZUETA BUSINESS SCHOOL - BBA PROGRAM

IMPORTANT NOTE ABOUT THIS GUIDE

There is no “black and white” rule book for writing a resume. You will always be able to find *someone* who agrees or disagrees with a statement or presentation method. There are thousands of books, websites, and guides that will offer suggestions (and in some cases, mandates) for preparing the perfect resume.

Resume 101 is a compilation of suggestions and recommendations for creating a professional resume. Originally created by students who have landed their “dream job,” and reviewed by recruiters, interviewers, and career management professionals, this guide will give you a head start on how to prepare and structure your resume in a clear, concise, and professional way. While these suggestions are not written in stone – they have a proven track record for success, and are endorsed by the BBA Program Office and the Career Management Center.

APPROACH TO RESUME WRITING

Your resume is constantly evolving. There is no such thing as a “final” resume. As a BBA student, you will continue to take on leadership roles and become involved in new organizations. In the workforce, you will gain increased responsibility, earn promotions and title changes, and change jobs. A strong foundational resume will save you time and heartache later on.

Spend some time thinking about your accomplishments and experiences to date. Make a list, including significant achievements in school, work, extracurricular activities, volunteer work, hobbies, interests, travel, and major life experiences. Brainstorming the information you want to capture in your resume will make the actual resume writing process much easier. These notes are also great to review before interviews.

FORMATTING

The biggest point to emphasize in formatting is consistency. Your resume needs to be consistent so that it is easy to read and visually appealing. Consistency also shows attention to detail.

We recommend avoiding the ready-made resume templates and plug-in wizards that many word processing programs offer. These will limit your ability to format and personalize your resume.

If you are asked to submit your resume online, you should **convert your word document to a PDF** (unless otherwise noted by the employer). A PDF ensures that the formatting of a document remains intact, regardless of what software or operating system the employer is running. This ensures that the employer is reading the resume in the exact format that you created.

FORMATTING TOOLS

The purpose of formatting your resume is three-fold: (1) **to make your resume easy to read**; (2) to make specific items stand out (i.e., your name, headers); and (3) to differentiate aspects of your resume (i.e. employer vs. title vs. accomplishments). Try to avoid overusing formatting tools – they lose their significance if they are all over the page. Remember, the most important rule of formatting is to keep things consistent. If you put your dates in italics, put ALL dates in italics. If your headers are bold font and small caps, be sure that you maintain this formatting throughout your resume.

Commonly used formatting tools

Bold

SMALL CAPS (easier to read than all caps)

Italics (use sparingly; they can be hard to read and might be a problem if the resume is scanned into a computer – which is done at some of the larger companies. Italics are often used to designate a secondary piece of information.)

Underline

- Bullets (use small standard bullets, no graphics or symbols)

Font changes

| Vertical Lines

Horizontal lines

LENGTH

Your resume needs to **concisely, informatively, and efficiently** convey all of your desired information. As an undergraduate student, **your resume should be no longer than one page**. Employers (particularly those at larger companies with hundreds of applicants) have a limited time to review each resume. A one-page resume allows employers to quickly see your most important accomplishments and experiences, as well as shows your ability to concisely communicate valuable information.

MARGINS

Margins should not be less than 0.5 inches. A balanced look to the page is easily achieved by making the left/right margins equal and the top/bottom margins equal.

HEADER

Name

- Make sure it is large and bold enough to be easily seen (it should pop out on your resume)
- Recommended format: **Bold**. Many students also utilize **SMALL CAPS**
- Recommended location: centered at the top of the page

Always use your legal name. If you do not go by your legal name, be sure that your resume shows both your legal and preferred names. Only indicate traditionally preferred names on a resume (i.e. if you go by your middle name, and Americanized version of your name, or an alternative to your formal given name). Do not use nicknames on your resume.

Ex: John Simpson (legal name) would use “John Simpson” on his resume, in introductions, and in an interview, even if his friends call him Johnny.
Ex: Chan Wong Yu (legal name) would use “Chan Wong (Cynthia) Yu” on her resume and may introduce herself as Cynthia. It is still important that she has her legal name on her resume so that it can be matched with documents that state her legal name.

Address

Provide a temporary and permanent address, if applicable.
Avoid abbreviations for street names unless space is limited.

Phone Number

Be sure your voicemail message is professional and appropriate.

Email

Your school email is preferred.
Make sure your email address is appropriate (it’s time to put hotstud69@hotmail.com to rest).
Remove auto hyperlinks that underline your email address; they make underscores difficult to distinguish.

Good: john_doe@bus.emory.edu

Not so good: john_doe@bus.emory.edu

Address, Phone Number, and Email can be listed directly under your name. If you provide two addresses (i.e. a campus address and a permanent address), you can balance the page and save space by flushing one address left and the other right.

LESLIE KIZER 123 Briarcliff Terrace Atlanta, Georgia 30324 404-123-4567 Leslie_Kizer@bus.emory.edu	
<hr/>	
REBECCA MISHLER Rebecca_Mishler@bus.emory.edu 917-758-6543	
Current: 1407 Lanier Place Atlanta, GA 30306	Permanent: 102 Johnson Road Memphis, TN 32542

OBJECTIVE

While including an objective at the top of your resume is a personal preference, the CMC typically doesn’t recommend stating an objective. We have found they take up valuable space and are fairly redundant. (If you are submitting a resume, your objective is obviously to get a job!) Objectives are often used by professionals with decades of experience to help focus their search. The same goes for Summary Statements and Profiles – we don’t recommend them. If you do choose to use any these methods, make sure they are focused and precise but do not exclude you from other positions you might be interested in.

DATES

All dates should be in one consistent location (i.e. the right hand side of the page, above the city/state) so they are easy to find for each entry. Typically, month ranges are provided for work experience (August 2007 – May 2008), while semesters/seasons can be utilized for school activities or extracurricular (Fall Semester 2007, Spring 2008). For summer internships, list the date as “Summer 2007.” It is not necessary to include the number weeks that you worked in a summer internship.

Dates should always appear in consistent format.

The Lowdown on Dashes

- A dash (–) should only be used in place of the word “through,” as in “Jan. 2007 through Apr. 2007.”
- For a non-continuous time period, use a comma (,)
Ex: To indicate you worked multiple summers: Summer 2006, 2007, 2008
- When using a dash, make sure you have a space before and after the dash.
Good: May 2007 – May 2008 Not so good: May 2007-May 2008
- When using dashes, be sure all of your dashes are the same length; often Word will automatically change a dash depending on the spacing and formatting around it
Ex: “-” can become “–”

EDUCATION

You’ve spent a lot of time (and probably money) getting a top notch degree from Goizueta. We want you to be sure that your education is properly listed and conveys the most accurate information.

The School

For the love of all things good and holy – spell “Goizueta” correctly.

The name of our school is “Goizueta Business School” (not “Goizueta School of Business”).

Do not include any other information, such as rankings, for the program.

Only list schools from which you have received a degree (or abroad programs). If you transferred to Emory from another college, you do not list that college. If you came to GBS from the College, you do not list Emory College. Oxford students may choose to list Oxford College as a separate entry, since they did receive an Associate’s Degree – suggestions for doing so are below.

Degrees

Even if you have a second major in the college, you receive only one degree from Emory. You can include your additional majors/minors in the college, but you are not receiving a Bachelor of Arts or a Bachelor of Science in addition to your Bachelor of Business Administration. Make note: you receive a “Bachelor of Business Administration,” not a “Bachelor’s (or ‘Bachelors’) of Business Administration.” For dealing with double majors and minors, see the examples below.

GPA

If your GPA is above a 3.0, you can choose to report it on your resume. Otherwise, only include your GPA if it is specifically requested by the employer. You can report either your Goizueta Business School GPA (which appears in OPUS) or your Cumulative GPA (the combination of your College and Goizueta course work), or both. Just be sure to accurately label which GPA is which. See *Appendix A* for a worksheet to help calculate your cumulative GPA.

SAT/ACT Scores

If you have a perfect SAT/ACT scores, or one that is above the 75% percentile for Emory students (above 1500 math/critical reading SAT or 33 ACT), you can include your scores (they show that you are a strong standardized test-taker). Otherwise, only include SAT/ACT scores if they are specifically requested by the employer (it’s more common to see these requests from finance or consulting employers.)

Dean’s List

Dean's List is acceptable to list in your Education section, but other awards or accomplishments (honor societies, etc.) should remain in a separate section ("Awards and Honors" or "Extracurricular Activities")

Area Depths

Because the concept of an "area depth" isn't widely understood, use "Concentration" instead.

High School

For the most part, leave it off your resume. Exceptions: if you are a first-year college student applying for an internship, if you went to an incredibly prestigious school (i.e. Andover, Exeter, Choate), or if you went to high school in a different country. If you are one of these exceptions, your high school listing comes after your college listing (reverse chronological order).

Relevant Coursework

List relevant coursework if the position you are applying for is not within your degree or major.

Formatting can vary, but here are a few examples to get you started:

Emory University , Goizueta Business School, Atlanta, GA <i>Bachelor of Business Administration</i> Concentrations in Marketing and Consulting Cumulative GPA: 3.78 Dean's List Fall 2006, Spring 2007, Fall 2008	May 2009
Emory University , Goizueta Business School, Atlanta, GA <i>Bachelor of Business Administration</i> Concentration: Finance Double Major in Music, Minor in English Goizueta Business School GPA: 3.78 Emory College GPA: 3.54	May 2008
Emory University <i>Goizueta Business School, Atlanta, GA</i> <i>Bachelor of Business Administration</i> Concentration in Accounting Cumulative GPA: 3.66	May 2009
<i>Oxford College, Oxford, GA</i> <i>Associate of Arts</i> Oxford College GPA: 3.50	May 2007
Emory University , Goizueta Business School, Atlanta, GA <i>Bachelor of Business Administration</i> Concentrations in International Business and Marketing Double Major in French Cumulative GPA: 3.78 Study Abroad: University of Paris	May 2008 Summer 2006

WORK EXPERIENCE

Should be listed in reverse chronological order starting with your most recent employer first. Include:

- Company
- Location (city and state)
- Your position (if you were working for a specific division of a large corporation, include the division or group that you worked with)
- Employment dates
- Content entries (please see section for details)

If you had legitimate work experience in high school (working at least 10 hours per week), you can include those positions in this section, but they are the first to go if you are tight on space. For a position that you currently hold, use “*present*” to signify the end-date.

Some students have limited work experience or work experience unrelated to your goals, but a breadth of relevant internship experience. These students can highlight more relevant experience by listing internships separately. After “Education,” you would have a section for “Internships,” which would include the job-related internships that you have held. Lower in your resume, title a section “Work Experience” and include jobs such as waitressing, retail, or work-study positions. See *Appendix E* for sample resumes.

CONTENT ENTRIES

Spend some time brainstorming about each of your experiences, internships, or jobs. What did you do on a day-to-day basis? What sorts of challenges did you face? How did you address these challenges? What successes did you have while in the position? What skills did you learn that are highly transferable? **Your content entries are the most important part of your resume. These entries show what you can do and show employers what skills you could bring to their company. Spend time on these entries!**

Prioritize your accomplishments. List the tasks and skills most relevant to your desired job first. Don’t get hung up on how much time you spent doing each aspect of your job. Even if you filed papers for 80% of your summer internship, but you interacted with clients and helped develop planning modules for 20%, prioritize the client interaction and module development.

For each of your content entries, **start with an action verb**. For each point, “tell, then show.” First *tell* the employer the quality he or she can expect from you, and then *show* how you’ve demonstrated this skill in the past. If possible, avoid using the same action verb multiple times so that you convey a wide array of qualities. The action verbs you pick will be a factor in how your resume presents you, so take your time picking the verbs and make sure they convey your message. See *Appendix B* for a list of action verbs. **Remember, all action verbs should be in the past tense unless it is a current activity**, in which case you should use the present tense.

When choosing language for your content entries, **include skills that are specifically valued in your industry** of choice. Remember, you don’t need industry experience to gain industry related skills. Look at the job description for the position for which you are applying and be sure to address the specific skills mentioned. Often you can find clues about qualities or skills that a company values in the “Careers” or “Employment” section of its website. For a list of industry specific skills, see *Appendix C*, and for general business skills of a liberal arts student, see *Appendix D*.

After the action verb, give a **specific** example of a time you demonstrated this quality. Remember to **quantify** your accomplishments and results as much as possible. Resumes with quantifiable information provide specific and detailed information. When quantitative numbers can be used to back up qualitative entries, it enhances your resume. Statistics do not need to be exact, but close enough to be verified by a past employer if needed.

Quantifiable actions can include

- Cost savings – use actual dollars or percentages
- Improved efficiencies
- Measurable increases in revenues, sales, profits, market share, customers, etc.

Examples:

Without Quantitative Info: Led a team to revamp an internal customer satisfaction data website

With Quantitative Info: Led a 4 person IT contractor team in a \$200,000 internal customer satisfaction data website upgrade effecting over 1,500 employees

Without Quantitative Info: Analyzed previous company budgets to determine specific areas for cost savings

With Quantitative Info: Analyzed the company's previous 4 years of budgets to determine 7 specific areas that resulted in \$100,000 of cost savings

A great entry will have a strong action verb, specific details, quantitative information, and will **relate the experience to the effect on the entire company or unit.**

Without Effect on Whole: Shelved books in the library

With Effect on Whole: Shelved books in the library insuring patrons could quickly and efficiently find research materials when needed

Without Effect on Whole: Managed a team of 16 customer service representatives to decrease their average hold time by 15%

With Effect on Whole: Managed a team of 16 customer service representatives to decrease their average hold time by 15% enabling better customer call handling and cost savings for the company

For entries with limited specific outcomes or involvement with an unknown or unclear project, use a bullet to provide a **brief explanation of the position or project.**

Liaison, Undergraduate Business School Leadership Conference (UBSLC)

Fall 2006

- Acted as a liaison for student participants during a three-day global business conference with a \$100,000 budget and keynotes speakers Steven Levitt, author of *Freaknomics* and John Rice, Vice Chairman of GE

Avoid using:

- Pronouns (I, you, they) – they take away from the formality of the resume
- Helping Verbs (have, had, may, might) – say “managed” instead of “have managed”
- “Being Verbs” (am, is, are, was, were) – suggest a state of existence, rather than motion
- Subjectivity – subjective claims should be saved for your cover letter
- More than two lines per bullet – and try to avoid a line “spilling over” onto the next line with only one or two words, to keep your resume looking balanced

LEADERSHIP EXPERIENCE, CO-CURRICULAR ACTIVITIES, OR VOLUNTEER EXPERIENCE

This section should mirror your work experience (i.e. listed in reverse chronological order starting with your most recent activity). If your leadership and extracurricular activities are more substantial than your work experience, you'll want to include this section before "Work Experience." Remember to focus on your current activities and accomplishments, rather than a list of memberships.

Include:

- Club or group
- Your position
- Dates of membership or service
- Content entries (please see above section for details)

For organizations with widely-accepted acronyms or abbreviations, spell the organization in full and include the acronym in parenthesis. For freshmen and sophomores, you'll want to blend in *significant* high school activities or accomplishments into this section, particularly if you haven't yet had a chance to develop leadership roles in college.

HONORS AND AWARDS

List any honors and awards

- If you have had outstanding scholarship recognition or multiple academic awards or achievements, you can move this section right below "Education"
- If you have had little work/internship experience, this section can become critical to show employers the work you *have the potential* to do for them
- Academic awards or honor societies other than Dean's List belong here

ADDITIONAL

This section is for any additional information. It should include computer programs you are proficient in, any languages you speak, or any other pertinent information.

Language Proficiency Levels:

Fluent: Implies written and oral language skills. You know exactly the right word to use in any situation.

Conversant: Implies that you could get along in conversation, but need improvement in oral or written skills.

Anything less than these two levels should be left off your resume.

- Microsoft Office, Word, PowerPoint, Excel and other basic programs do not need to be listed; they have become standard knowledge for all college students
- If you are a guru with any of these programs (particularly Excel), however, you should mention your advanced capabilities
- If you have completed the Business Research Essentials Certification of the Advanced Business Research Essentials Certification, include the certification as well as the specific databases in which you are proficient (see example in *Appendix E*)

It can also be beneficial to include interests or hobbies or countries you have traveled to. While these may not be pertinent to the job, they are a great opportunity to connect with your interviewer about shared interests.

Significant hobbies may be worth noting, but be specific. A line that says you are interested in reading, running and art is fairly nondescript. Instead, say that you are interested in reading historical novels, running competitive 5Ks, and 15th century Italian art.

PRINTING AND PRESENTATION

Print your resumes **on a laser printer** (in black). It looks more professional and will prevent smudging and bleeding. You should print your resume on resume paper (you can get it at any office supply store or from the BBA Career Center). White or cream paper is preferred since it is the easiest to read.

AVOID

- **Any lies or over exaggerations**
- Negative information
- Humor
- Any salary information (previous, current, or what you hope to receive in the future)
- Personal statistics (age, sex, race, etc.)
- References (you can provide them when they are asked for)
- Relying only on computer editing (spell check, grammar check)
- Relying on only one person to edit your resume (pass it around; the best resumes have had lots of people edit them)
- Graphics, photos, or logos
- Confusing font or formatting
- Vague statements (be specific)
- Personality profiles (adjectives like hard-working, team player, dedicated; these are all subjective and will weaken your resume)
- Testimonials (statements by former employers or teachers; they are biased and not appropriate)

GETTING YOUR RESUME EDITED

Now that you have a resume, you should get it edited by as many people as possible. During this process, you are going to hear an enormous amount of conflicting information. This is normal. Consider most seriously changes that you hear from multiple people who have had industry experience and have a logical explanation for the change.

Suggested resources to edit your resume:

- BBA Career Management Center (make an appointment with the CMC)
- Resume Drop Box (send it to the First Class conference “Resume Drop Box” for peer review)
- The Emory University Career Center (e-mail to careercenter@emory.edu, you will receive feedback within two business days). The Career Center also has a number of resume resources available at www.career.emory.edu.
- http://www.career.emory.edu/students/create_document.html
- A trusted friend with a good resume (especially if he or she has significant experience)
- Someone you know in the industry that you are interested in
- Alumni listed in the Goizueta Alumni Directory

APPENDIX A – CUMULATIVE GPA CALCULATION

Your Emory transcript has two GPAs listed. One is your Emory College GPA, frozen in time from when you entered the Business School. The GPA will not change after you have enrolled at GBS. The second is your Goizueta Business School GPA, which changes each semester. Because the College and the B-School are distinct academic divisions, there is no cumulative GPA listed in OPUS or on your transcript. It's up to you to calculate. Here's how:

Each letter grade corresponds to a Grade Point:

A ... 4.0	B+ ... 3.3	C+ ... 2.3	D ... 1.0
A- ... 3.7	B ... 3.0	C ... 2.0	F ... 0.0
	B- ... 2.7	C- ... 1.7	

Create a chart like the one below. Calculate "Quality Points" for each class by multiplying the number of Grade Points by the Number of Credits earned (this number will be on your OPUS transcript).

Course	Grade	Grade Points		Credits Earned		Quality Points
Psychology 101	A-	3.7	x	4	=	14.8
Chemistry 221	A-	3.7	x	4	=	14.8
Chemistry Lab	C	2.0	x	1	=	2
PE 101	A	4.0	x	1	=	4
Math 107	B+	3.3	x	4	=	13.2
English 111	F	0	x	4	=	0
Totals for Cum. GPA calculation:				18		48.8

Your Cumulative GPA = the TOTAL number of Quality Points divided by the TOTAL number of credits. In the example above, the cumulative GPA would be $48.8 \div 18 = 2.71$ (round to the nearest hundredth place)

Satisfactory/Unsatisfactory grades, audited classes, and non-failure withdrawals (W) are not included in the calculation. AP courses and transfer credit are not calculated in your Emory GPA.

Credits Earned Quality Points

Undergraduate Emory College, Liberal Arts & Sciences - Fall 2005					
Plan	:	Undeclared - Arts & Sciences			
BUS	210	Financial Accounting	4.00	4.00	B 12.000
BUS	340	Marketing Management	4.00	4.00	B+ 13.200
ENG	270WR	Intro To Creative Writing	4.00	4.00	A 16.000
REQ DESIGNATION : Post Freshmen College Writing Requirement					
HIST	202	The Making Of Modern Europe	4.00	4.00	A- 14.800
TERM GPA :		3.500	TERM TOTALS :	16.00	16.00
CUM GPA :		3.498	CUM TOTALS :	51.00	60.00
					160.900

Grade

APPENDIX B – ACTION VERBS¹

CLERICAL OR DETAILED SKILLS

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

COMMUNICATION/ PEOPLE SKILLS

- Addressed
- Advertised
- Arbitrated
- Arranged
- Articulated
- Authored
- Clarified
- Collaborated
- Communicated
- Composed
- Condensed
- Conferred
- Consulted
- Contacted
- Conveyed
- Convinced
- Corresponded
- Debated
- Defined
- Developed

- Directed
- Discussed
- Drafted
- Edited
- Elicited
- Enlisted
- Explained
- Expressed
- Formulated
- Furnished
- Incorporated
- Influenced
- Interacted
- Interpreted
- Interviewed
- Involved
- Joined
- Judged
- Lectured
- Listened
- Marketed
- Mediated
- Moderated
- Motivated
- Negotiated
- Observed
- Outlined
- Participated
- Persuaded
- Presented
- Promoted
- Proposed
- Publicized
- Reconciled
- Recruited
- Referred
- Reinforced
- Reported
- Resolved
- Responded
- Solicited
- Specified
- Spoke
- Suggested
- Summarized
- Synthesized
- Translated
- Wrote

CREATIVE SKILLS

- Acted
- Adapted
- Began
- Combined
- Composed
- Conceptualized
- Condensed
- Created
- Customized
- Designed
- Developed
- Directed
- Displayed
- Drew
- Entertained
- Established
- Fashioned
- Formulated
- Founded
- Illustrated
- Initiated
- Instituted
- Integrated
- Introduced
- Invented
- Modeled
- Modified
- Originated
- Performed
- Photographed
- Planned
- Revised
- Revitalized
- Shaped
- Solved

DATA/ FINANCIAL SKILLS

- Administered
- Adjusted
- Allocated
- Analyzed
- Appraised
- Assessed
- Audited
- Balanced
- Budgeted

- Calculated
- Computed
- Conserved
- Corrected
- Determined
- Developed
- Estimated
- Forecasted
- Managed
- Marketed
- Measured
- Netted
- Planned
- Prepared
- Programmed
- Projected
- Qualified
- Reconciled
- Reduced
- Researched
- Retrieved
- Set goals
- Stimulated

HELPING SKILLS

- Adapted
- Advocated
- Aided
- Answered
- Arranged
- Assessed
- Assisted
- Clarified
- Coached
- Collaborated
- Contributed
- Cooperated
- Counseled
- Demonstrated
- Devised
- Diagnosed
- Educated
- Encouraged
- Ensured
- Expedited
- Facilitated
- Familiarized
- Furthered
- Guided

- Helped
- Insured
- Intervened
- Motivated
- Prevented
- Provided
- Referred
- Rehabilitated
- Represented
- Resolved
- Simplified
- Supplied
- Supported
- Volunteered

MANAGEMENT/ LEADERSHIP SKILLS

- Administered
- Advised
- Analyzed
- Appointed
- Approved
- Assigned
- Attained
- Authorized
- Chaired
- Clarified
- Coached
- Communicated
- Considered
- Consolidated
- Contracted
- Controlled
- Converted
- Coordinated
- Decided
- Delegated
- Developed
- Directed
- Eliminated
- Emphasized
- Enabled
- Encouraged
- Enforced
- Enhanced
- Established
- Evaluated
- Executed

- Explained
- Facilitated
- Generated
- Guided
- Handled
- Headed
- Hired
- Hosted
- Improved
- Incorporated
- Increased
- Informed
- Initiated
- Inspected
- Instituted
- Instructed
- Led
- Managed
- Merged
- Motivated
- Navigated
- Organized
- Originated
- Overhauled
- Oversaw
- Persuaded
- Planned
- Presided
- Prioritized
- Produced
- Recommended
- Reorganized
- Replaced
- Restored
- Reviewed
- Scheduled
- Secured
- Selected
- Streamlined
- Strengthened
- Supervised

- Trained

ORGANIZATIONAL SKILLS

- Approved
- Arranged
- Catalogued
- Categorized
- Charted
- Classified
- Coded
- Collected
- Compiled
- Corrected
- Corresponded
- Devised
- Distributed
- Executed
- Filed
- Generated
- Incorporated
- Inspected
- Logged
- Maintained
- Monitored
- Obtained
- Operated
- Ordered
- Organized
- Prepared
- Processed
- Provided
- Purchased
- Recorded
- Registered
- Reserved
- Responded
- Reviewed
- Routed
- Scheduled
- Screened

- Submitted
- Supplied
- Standardized
- Systematized
- Updated
- Validated
- Verified

RESEARCH SKILLS

- Analyzed
- Clarified
- Collected
- Compared
- Conducted
- Critiqued
- Detected
- Determined
- Diagnosed
- Evaluated
- Examined
- Experimented
- Explored
- Extracted
- Formulated
- Gathered
- Identified
- Inspected
- Interpreted
- Interviewed
- Invented
- Investigated
- Located
- Measured
- Organized
- Researched
- Reviewed
- Searched
- Solved
- Summarized
- Surveyed
- Systematized

- Tested
- TEACHING SKILLS**
- Adapted
 - Advised
 - Clarified
 - Coached
 - Communicated
 - Conducted
 - Coordinated
 - Critiqued
 - Developed
 - Enabled
 - Encouraged
 - Evaluated
 - Explained
 - Facilitated
 - Focused
 - Guided
 - Individualized
 - Informed
 - Instilled
 - Instructed
 - Motivated
 - Persuaded
 - Simulated
 - Stimulated
 - Taught
 - Tested
 - Trained
 - Transmitted
 - Tutored

- Constructed
- Converted
- Debugged
- Designed
- Determined
- Developed
- Engineered
- Fabricated
- Fortified
- Installed
- Maintained
- Operated
- Overhauled
- Programmed
- Rectified
- Regulated
- Remodeled
- Repaired
- Replaced
- Restored
- Solved
- Specialized
- Standardized
- Studied
- Upgraded
- Utilized

TECHNICAL SKILLS

- Adapted
- Applied
- Assembled
- Built
- Calculated
- Computed
- Conserved

¹Citations:

http://www.quintcareers.com/action_skills.html#data

http://www.quintcareers.com/action_skills.html#data

<http://www.engineering.ualberta.ca/coop/nav04.cfm?nav04=24642&nav03=24541&nav02=24506&nav01=23942>

<http://www.bc.edu/offices/careers/skills/resumes/verbs.html>

APPENDIX C – INDUSTRY SPECIFIC SKILLS

When choosing language for your content entries, include skills that are specifically valued in your industry of choice.

FINANCE	REAL ESTATE
<ul style="list-style-type: none"> ▪ Quantitative/analytical skills ▪ Understanding of accounting and financial management principles ▪ Ability to interpret numbers and draw conclusions from results of various financial strategy changes ▪ Ability to handle a wide variety of tasks 	<ul style="list-style-type: none"> ▪ Strong financial and analytical skills ▪ Good balance between quantitative and interpersonal skills ▪ Ability to take initiative ▪ Ability to follow through ▪ Results-oriented perspective
INVESTMENT BANKING	CONSULTING
<ul style="list-style-type: none"> ▪ Strong quantitative and financial skills; perform various valuation techniques. ▪ Advanced Microsoft Excel skills. ▪ Team player ▪ Handle multiple tasks/multiple bosses ▪ Ability to synthesize complicated information and communicate results to others in a concise fashion ▪ Attention to detail ▪ Work long hours in a fast paced environment ▪ Willingness to take risks, deal with uncertainty and accept occasional failure ▪ Ability to perform well under pressure ▪ Assertiveness, strong internal motivation and ambition 	<ul style="list-style-type: none"> ▪ Evidence of solid intellectual capacity ▪ Ability to elicit information from others and to synthesize that information into a cohesive story ▪ Ability to see the big picture ▪ Quantitative/analytical skills ▪ Solid business judgment and desire to tackle complex business problems ▪ Creative/conceptual ways of thinking ▪ Ability to determine KEY issues from confused and incomplete information ▪ Project management skills ▪ Professional presence
MARKETING AND SALES	OPERATIONS
<ul style="list-style-type: none"> ▪ Ability to motivate others not under your control (persuasion skills) ▪ Strategic thinking ▪ Tolerance of ambiguity; flexibility ▪ Creativity ▪ Quantitative/research skills ▪ Coordination skills ▪ Presentation skills ▪ Project management skills ▪ Ability to recognize key factors in extensive data 	<ul style="list-style-type: none"> ▪ Ability to work well with a wide variety of people ▪ Understanding of the production environment ▪ Preference for a variety of tasks ▪ Quantitative skills ▪ Ability to coordinate with departments and individuals not under your control ▪ Ability to initiate and implement major projects

APPENDIX D – GENERAL BUSINESS SKILLS OF A LIBERAL ARTS STUDENT

MANAGEMENT AND ADMINISTRATION SKILLS	INFORMATION MANAGEMENT SKILLS
<ul style="list-style-type: none"> ▪ Analyze tasks ▪ Identify people who can contribute to the solution of a problem or task ▪ Identify resource materials useful in the solution of a problem ▪ Delegate responsibility for completion of a task ▪ Motivate and lead people ▪ Organize people and tasks to achieve specific goals 	<ul style="list-style-type: none"> ▪ Sort data and objects ▪ Compile and rank information ▪ Apply information creatively to specific problems or tasks ▪ Synthesize facts, concepts, and principles ▪ Understand and use organizing principles ▪ Evaluate information against appropriate standards
DESIGN AND PLANNING SKILLS	MARKETING AND SALES
<ul style="list-style-type: none"> ▪ Identify alternative courses of action ▪ Set realistic goals ▪ Follow through with a plan or decision ▪ Manage time effectively ▪ Predict future trends and patterns ▪ Accommodate multiple demands for commitment of time, energy, and resources ▪ Assess needs ▪ Make and keep a schedule ▪ Set priorities 	<ul style="list-style-type: none"> ▪ Motivate others not under your control (persuasion skills) ▪ Strategic thinking ▪ Tolerance of ambiguity; flexibility ▪ Creativity ▪ Quantitative/research skills ▪ Coordination skills ▪ Presentation skills ▪ Project management skills ▪ Ability to recognize key factors in extensive data
VALUING SKILLS	RESEARCH AND INVESTIGATION SKILLS
<ul style="list-style-type: none"> ▪ Assess a course of action in terms of its long-range effects on the general human welfare ▪ Make decisions that will maximize both individual and collective good ▪ Appreciate the contributions to art, literature, science, and technology to contemporary society ▪ Identify one's own values ▪ Assess one's values in relation to important life decisions 	<ul style="list-style-type: none"> ▪ Use a variety of sources of information ▪ Apply a variety of methods to test the validity of data ▪ Identify problems and needs ▪ Design an experiment, plan, or model that systematically defines a problem ▪ Identify information sources appropriate to special needs or problems ▪ Formulate questions relevant to clarifying a particular problem, topic, or issue

CRITICAL THINKING SKILLS	HUMAN RELATIONS & INTERPERSONAL SKILLS
<ul style="list-style-type: none"> ▪ Identify quickly and accurately the critical issues when making a decision or solving a problem ▪ Identify a general principle that explains related experiences or factual data ▪ Define the parameters of a problem ▪ Identify reasonable criteria for assessing the value or appropriateness of an action or behavior ▪ Adapt one's concepts and behavior to changing conventions and norms ▪ Apply appropriate criteria to strategies and action plans ▪ Take given premises and reason their conclusion ▪ Create innovative solutions to complex problems ▪ Analyze the interrelationships of events and ideas from several perspectives 	<ul style="list-style-type: none"> ▪ Keep a group "on track" and moving toward the achievement of a common goal ▪ Maintain group cooperation and support ▪ Delegate tasks and responsibilities ▪ Interact effectively with peers, superiors, and subordinates ▪ Express one's feelings appropriately ▪ Understand the feelings of others ▪ Use argumentation techniques to persuade others ▪ Make commitments to persons ▪ Be willing to take risks ▪ Teach a skill, concept, or principle to others ▪ Analyze behavior of self and others in group situations ▪ Demonstrate effective social behavior in a variety of settings and under different circumstances ▪ Work under time and environmental pressure
OPERATIONS	COMMUNICATION SKILLS
<ul style="list-style-type: none"> ▪ Work well with a wide variety of people ▪ Understanding of the production environment ▪ Preference for a variety of tasks ▪ Quantitative skills ▪ Ability to coordinate with departments and individuals not under your control ▪ Ability to initiate and implement major projects 	<ul style="list-style-type: none"> ▪ Listen with objectivity and paraphrase the context of a message ▪ Use various forms and styles of written communication ▪ Speak effectively to individuals and groups ▪ Use media formats to present ideas imaginatively ▪ Express one's needs, wants, opinions, and preferences without violating the rights of others ▪ Identify and communicate value judgments effectively ▪ Describe objects or events with a minimum of factual errors ▪ Convey a positive self-image to others

APPENDIX E – RESUME EXAMPLES

Jeff Smith

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John_smith@bus.emory.edu

EDUCATION

Emory University, Atlanta, GA May 2008
Goizueta Business School
Bachelor of Business Administration

- Concentration: Finance
- Double Major: International Studies
- 3.48 Cumulative GPA
- Study Abroad: University of Paris Fall 2006

EXPERIENCE

PB Steve Johnson Summer 2007
Intern for Pion Group (one of company's top national producers) Phoenix, AZ

- Developed marketing strategies for 3 currently listed properties resulting in the sale of 2 properties
- Communicated features and benefits of commercial loans on a daily basis to 50 prospective clients in an effort to gain new customers and increase the companies' overall client base

Platinum Capital Management, LLC. Summer 2006
Intern Atlanta, GA

- Organized and processed documentation for transfer of incoming client accounts to insure a smooth transition and a high level of customer service in the clients first experience with the company
- Created PowerPoint presentations and supporting documents to clearly communicate customized financial plan and portfolio to each new client allowing the client to better understand their options
- Worked closely with the company president to start an office volunteer program resulting in over 800 donated hours at 2 local elementary schools

Goizueta MBA Program Aug - Dec 2005
Work Study Assistant Atlanta, GA

- Researched comparable MBA programs enabling Goizueta to benchmark their Evening MBA program against other schools resulting in an addition of new 3 programs
- Prepared mailings to 1000 prospective MBA students, which increased interest and the school's branding

Outdated Technologies Inc. Summer 2004
Shipping and Receiving Clerk Houston, TX

- Created Excel-based Macro program that improved efficiency of shipping order assignments by 200% and saved the company \$200 per day
- Supervised and tracked all outgoing shipments to ensure on-time delivery crucial to the company's customer guarantee while decreasing lost and late shipments by 50%

LEADERSHIP & EXTRACURRICULARS

Emory Entrepreneurial Network, Executive Board Member Aug 2005 - Present
Member of Sigma Nu Fraternity, Pledge Class President Aug 2006 - Present
National Society of Collegiate Scholars, Member Aug 2006 - Present

ADDITIONAL

Language Skills: Intermediate French; basic Hebrew and Spanish reading, writing and conversational skills

Computer Skills: Advanced Business Research Essentials Certificate (Factiva, Advanced Google, Jupiter, Pew)

Dan Brooks

236 S. Westin Place • Atlanta, Georgia 33990 • (841) 143-6552 • Dan_Brooks@bus.emoryedu

EDUCATION

Emory University, Atlanta, Georgia

Bachelor of Business Administration

May 2008

- Concentrations in Management and Accounting
- Business School GPA: 3.6/4.0
- Dean's List: Fall 2004, Spring 2005, Fall 2006, Spring 2007, Fall 2007

WORK EXPERIENCE

Eddie Bailey LLP, Chicago, IL

Summer 2007

Forensic Intern

- Analyzed major dispute between the City of Chicago and CBS Outdoor to help identify if the law firm should defend the case
- Evaluated many City of Chicago advertisements and created a report that helped support the proof of their fraudulent activities
- Transcribed findings into presentation which quickly informed partners of major case issues and findings allowing for the attorney to quickly and accurately summarize the information during the hearing

OSA Logistics Support Inc., Myrtle Beach, SC

Summer 2006

Accounting Clerk, Data Analyst, Warehouse Specialist

- Executed company auditing for checks, invoices, and Honeywell purchase orders to verify financial transactions resulting in 32 page written report analyzing the financial transaction systems that collect company profits
- Formulated weekly delivery forecasts for 7 suppliers that estimated the time of delivery allowing company costs savings through just-in-time inventory management

The Hilton, Myrtle Beach, SC

Summer 2005

Bartender

- Managed a 3 person bartender team which serviced over 450 guests with an average \$25,000 till per night
- Accurately made customer order drinks and collected payment in a fast and demanding environment during nightly service
- Communicated advice about local history and attractions to personalize and customize each guest stay resulting in an improvement of the guest's overall hotel and vacation experience during lunch and happy hour service

LEADERSHIP ACTIVITIES

Emory University Leadership Academy

Spring 2006 - Present

Student Mentor and Community Service Committee

- Selected as 1 of 15 students to serve as a peer mentor for students interested in leadership activities to ensure the school's rich history of leadership continued past the current graduating class
- Developed and implemented 7 service projects focusing on the importance of global acceptance with a total of over 300 participants and a budget of \$1,500

Emory University BBA Council

Spring 2006 - Present

Student Representative

- Acted as a liaison between 700 BBA students and Goizueta Business School faculty to improve communication in the school and helped develop 4 new programs initiated from student interest
- Instituted a new program that allows BBA students to shadow alumni for a day at the office helping students get real industry experience and network with business professionals in their field of study

Mini-Town Camp Counselor

Summer 2006

Camp Counselor for at-risk kids

- Taught middle school youth leadership and communication skills to resolve major disputes for over 40 campers
- Responsible for teaching art classes for 200 campers and managing an operating budget of \$2,000
- Supervised a cabin of 13 children insuring their safety, engagement, and enjoyment of camp activities

ADDITIONAL

- Scholar of the Day for National Society of Collegiate Scholars
- Emory chess champion in 2006
- **Hobbies:** Traveling internationally, snowboarding, basketball, reading British Literature

ALLISON JACOB

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Atlanta, GA 30333

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(602) 513-4563

EDUCATION:

Emory University, Atlanta, Georgia *May 2006*
Goizueta Business School

- Bachelor of Business Administration
- Concentrations: Marketing and Communications
- Cumulative GPA: 3.5

International Dermal Institute, Los Angeles, California *Jul. 2004*

- Certified in the postgraduate studies of skin and body therapies

Citrus College, Azusa, California *Dec. 2003*

- Licensed graduate in the Arts and Science of Aesthetics
- Licensed aesthetician in the states of AZ and CA

WORK EXPERIENCE:

NOW! International Designs Corp., Scottsdale, AZ *Aug. 2006 - Present*

- Communicates with customers to discuss product sales and simultaneously create positive relationships to increase company sales
- Compiles office data and warehouse shipments keeping the company up to date on current product lines while eliminating waste and shipping delays due to old inaccurate information
- Interacts with current and potential buyers to help in all areas of customer service including problem solving missed or inaccurate orders

El Ramon Salon and Day Spa, Chandler, AZ *Summer 2005*

- Streamlined check-in process to decrease required time by 50% and give preference to frequent spa users, ultimately promoting loyalty to the spa
- Analyzes client's needs to sell appropriate customized services to provide the ultimate spa experience while increasing overall revenue
- Established and maintains a consistent personal clientele (10% total spa cliental)

LEADERSHIP EXPERIENCE:

BBA Council, Programming Chair *Aug. 2005 - Present*

- Coordinates weekly networking events for over 650 Goizueta Business School students to improve student networking skills and to increase student involvement through the creation of positive relationship

Emory Vision, President *Aug. 2004 - May 2005*

- Programmed and ran campus wide television network with first run movies and student produced programming for over 10,000 students
- Managed 24 hour student-run telethon raising over \$2000 for domestic abuse

ADDITIONAL:

- **Computer Skills:** Business Research Essentials Certificate (Factiva and Mintel), Mini Tab
- **Languages:** Spanish (fluent), Portuguese (conversational)
- **Hobbies:** Soccer, Italian Cooking, Judo, Independent Films

James Johnson

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Atlanta, GA 30307
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Permanent Address
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Portland, OR 55110
(555) 601 7979 - Home

EDUCATION

Emory University, Goizueta Business School

Bachelor of Business Administration

- Concentration in Finance
- Minor in Economics
- GPA: 3.893

Atlanta, GA

May 2007

PROFESSIONAL EXPERIENCE

Goldstein Investments

Capital Markets Prime Services Summer Analyst

- Executed stock borrows totaling in excess of \$3.1 billion, including \$230 million in actively traded special securities
- Created priority indexing algorithm to rank borrow needs based on profitability and ease of security borrow in real-time
- Improved desk efficiency by programming a suite of macros to automate many daily reporting routines
- Valued and prepared bid of \$48 million for portfolio of exclusive securities from Neuberger Berman

New York, NY

Summer 2006

Emory Men's Basketball Camp

Coach

- Developed drills aimed at teaching the fundamentals of basketball to over 150 campers ages 7-17
- Conducted lectures emphasizing applications of leadership, teamwork, and flexibility outside the context of basketball

Atlanta, GA

Summer 2004, 2005

LEADERSHIP AND OTHER ACTIVITIES

Goizueta Business School Undergraduate Student Government (BBA Council)

Chief of Staff

- Appointed to lead the 15-member Council, which accomplished over 50 unique initiatives during the year
- Created *Goizueta Shadows* program that has enabled 120 students to visit the corporate offices of over 35 leading employers
- Featured in *Going Green* for applying sustainable business practices to student government and promoting carbon neutrality
- Implemented Resume Drop-Box initiative to provide peers with resume critiques, mock interviews, and career counseling
- Developed *Roberto Goizueta* marketing campaign that used Facebook, text messages, and video podcasts to promote events

Atlanta, GA

Fall 2005 – Spring 2007

GoizuetaGreen

Founder and Chairman

- Recruited and led a task force of eight students responsible for implementing innovative environmental programs
- Awarded \$10,000 in grants to purchase Green-e Certified Renewable Energy Credits and 750 kWh solar panels
- Conceived carbon auditing process to measure the environmental impact of student activities and reward sustainable behavior
- Featured in *The Emory Wheel* for efforts to reduce emissions of the Goizueta Business School

Atlanta, GA

Fall 2006 – Spring 2007

Undergraduate Business School Leadership Conference

Recruitment Liaison

- Instrumental in recruitment effort that brought representatives from 35 universities worldwide to participate in three-day global business conference with a total budget of over \$120,000
- Directed a 12-person group of domestic and international students through case competition and corporate networking events

Atlanta, GA

Fall 2005 – Spring 2007

Emory University Men's Varsity Basketball Team

Power Forward

- Contributed to the success of the team as the leader in field goal percentage (51.4%)
- Traveled throughout the country to play basketball in a top-five Division III conference
- Awarded University Athletic Association Academic All-Conference honors for scholastic and athletic achievement

Atlanta, GA

October 2004 – April 2006

ADDITIONAL INFORMATION

- **Software Competencies:** proficiency in Visual Basic, C++ programming and Factiva
- **Interests:** classic films and novels, existentialism, and sustainable business practices
- **Awards and Affiliations:** Todd Whitman Most Outstanding BBA Achievement Award (highest BBA honor), National Merit Scholar, MENSA International, Omicron Delta Kappa Honor Society, Who's Who Among Students in American Universities and Colleges, 100 Most Outstanding Emory Seniors Award, "Most Entrepreneurial BBA" Award

Wong Ho (James) Huang

404-293-4038 • James_Huang@bus.emory.edu

666 Smith Road NE • Apartment 106 • Atlanta, GA 30337 • 16 North 4th Street • Reford, CA 77799

EDUCATION

Emory University, Atlanta, GA

Goizueta Business School

May 2008

Bachelor of Business Administration

Concentrations: Organization and Management and Information Systems and Operations Management

Cumulative GPA: 3.7

Study Abroad: Bocconi University, Italy

Fall 2006

LEADERSHIP EXPERIENCE

Co-chair, Undergraduate Business School Leadership Conference, Atlanta, GA

2/2005 to Present

- Communicates via telephone and email with school administration and students to promote the conference, register students, facilitate accommodations and ensure all participants arrival for 90 universities over 3 years
- Ensured the 2007 conference ran smoothly by over seeing all operations including solving all operational problems and coordinating all events and speakers for over 150 people for a three day business conference
- Compiled all conference logistical information into Excel files for over 350 conference participants

Corporate and Alumni Chair, BBA Council, Atlanta, GA

1/2006 to Present

- Wrote and implemented all 6 treasury processes for the undergraduate business student finances, which simplified and clarified the processes resulting in a reduction of time and an overall improvement in financial management
- Recruited and scheduled 10 companies for a 40 student shadowing program
- Utilized network connections to create a partnership between AMEX and the Goizueta Business school including networking and recruiting events such as a golf outing, corporate shadowing, volunteering and guest speakers

President, Goizueta International Network, Atlanta, GA

5/2005 to Present

- Coordinated over 100 events promoting international study abroad programs and helping current exchange students make the most of their time at Emory

Program Coordinator, Emerging Leaders Retreat, Atlanta, GA

1/2005 to 11/2005

- Collaborated with four Emory College students to design and conduct a leadership retreat for freshman
- Built and directed an obstacle course allowing conference participants to experience different leadership styles through direct interaction with their peers
- Facilitated small group discussions enabling participants to apply information from conference presentations to their experience on the obstacle course

PROFESSIONAL EXPERIENCE

Frontline Services Management Intern, Citi- Retention Unit, New York, NY

Summer 2007

- Led a 6 month, \$28,000 website upgrade with 4 IT contractors in India and a 3 person stakeholder team in the US
- Managed volunteer projects with resources of almost \$8,000 and over 200 volunteers
- Analyzed and compiled retention unit statistics for unit management and senior leaders

Frontline Services Operations Intern, American Express, Los Angeles, CA

Summer 2006

- Managed 47 customer service representatives to decrease average After Call Work Time saving \$10,000 (7 sec)
- Initiated and lead a full conversion to efax while decreasing the managers fax work load by 90%
- Raised almost \$10,000 in donations for AMEX's American Diabetes Association Annual Walk

WORK EXPERIENCE

Receptionist, Classics Department at Emory University, Atlanta, GA

8/2007 - Present

Supervisor, DUC Information Desk at Emory University, Atlanta, GA

8/2006 – 5/2007

Landscaping Supervisor, The Green Tree, Redford, CA

Summer 2005

ADDITIONAL

Skills: Business Research Essentials Certificate (Factiva, Thomas ONE Banker, Mintel), White Belt (Six Sigma)

Interests: Long Distance Running, Chinese Literature, Volunteering

Travel: SE Asia, Norway, Greece, Turkey, Italy, Spain