

Tune Up Your Resume

- Spend the time needed – Your resume is YOUR sales brochure
- Language used should always be clear, concise, and concrete
- Make your resume easy to read, and make every word count. Avoid abbreviations; except where there is NO question (like BC for British Columbia), and then use them.
- Put an Objective that is SPECIFIC about what you want and what you have to offer
- With both Experience and Education, put MOST RECENT job/school first.
- Put Employer or School name, City, Province. No street address, no postal code, no phone, no supervisor's name.
- Put dates on Education and Experience. Month and Year. (ie. Oct 02 – Nov 02)
- Don't use first person. Don't say "I did such and such." Say "Assisted in...., Prepared..., Developed..." etc.
- Skills are important: if you are bilingual, or have computer skills put them at the top.
- SPELL CHECK!! Use the thesaurus for interesting words.
- List Volunteer work
- Important to keep your resume updated.
- If you list references on your resume, contact them first to let them know the Job(s) for which you are applying, and ask them if it is okay for potential employers to contact them.
- Make sure you are consistent. Check your bolding, capitalizing, underling. Check your tabs. Check your space between sections. Is everything lined up?

RESUME CHECKLIST

Directions: For each resume you wish to evaluate:

- (a) Place a check (✓) next to those areas in which you think there could be improvement;
- (b) Place a star (*) next to those areas in which the resume fully meets the criteria;
- (c) If it is your own resume which you are evaluating, place a question mark (?) next to those areas for which you will need assistance in order to make improvements.

(1) OVERALL APPEARANCE AND LAYOUT

- Is it easy to read with headings highlighted?
- Is the placement of headings and content consistent?
- Can you scan down the page and identify a pattern?
- Is it easy to identify important information?
- Does it look professional and businesslike?
- Is it free of typographical and grammatical errors?
- Has extraneous information been eliminated?
- At a glance, do key ideas and words pop out to support the conclusions the work seeker wants the reader to come to?

(2) STATEMENT OF POSITION OBJECTIVE

- If included, does it reveal knowledge of the desired field by using appropriate phrasing?
- Does it cite job titles, job functions or skills, or a combination of these?
- Does the stated objective address the specific needs of the employer who will read it?
- Is the stated position objective simultaneously specific and focused, while at the same time showing that the work seeker has a flexible repertoire of skills and abilities?

(3) SKILLS STATEMENT OR QUALIFICATIONS SUMMARY

- Are skills or qualifications presented in terminology appropriate to the stated goal?
- Does the summary statement directly connect to the stated goal?
- If a summary statement is not included, is the work seeker being positioned by the most recent job described? Is that how the work seeker would like to be positioned?
- If there is a summary statement, does the first line position the person for the general kind of job he or she wants?
- Does the summary statement favorably display the work seeker and differentiate him or her from other likely candidates?
- Does the summary statement offer the reader an indication of the individual's personality and approach to performing the job?

(4) WORK EXPERIENCE, ACCOMPLISHMENTS, AND RELATED EXPERIENCE

- If a chronological style resume is used, within each job, did the person list responsibilities and duties performed, and were accomplishments presented with an eye to the interests of employers in the designated areas?
- If a chronological-style resume is used, are work-related experiences presented in reverse chronological order with dates specified?
- Are the accomplishments easy to read?

Did the person adhere to the following criteria:

- Bulleted points rather than long paragraphs
- Action-orientated
- Measurable and specific (using numbers, percentages, statements, etc.)
- Relevant to the intended market and shows breadth of experience

- If some work experiences are cited with no description, are they obviously of less importance?
- If a functional style resume is used, are work or related experiences grouped according to headings related to the stated objective?
- Can job titles be easily found by someone scanning the resume?
- Is there an obvious logic behind the presentation of the person's history that helps create the desired impression?

(5) VOLUNTEER EXPERIENCE

- Are major skills, functions and traits related to the job highlighted?
- Did the person include organization names and job titles and emphasize accomplishments, skills learned, major responsibilities and duties?

(6) EDUCATION

- If a position objective is stated, are related education and academic experiences highlighted?
- Are only appropriate educational experiences presented?
- Does the placement of the person's educational experience on the resume reflect its importance in presenting his or her qualifications (ie. Placed first if of most importance, last if of least importance)?

(7) EXTRACURRICULAR AND COMMUNITY ACTIVITIES

- If listed, are leadership positions noted, responsibilities described and accomplishments noted?
- Are all descriptions relevant to the stated objective?
- Are activities presented clearly, avoiding acronyms or abbreviations?
- Are activities chronologically relevant or obviously meaningful?

(8) HOBBIES, INTERESTS, PERSONAL DATA REFERENCES

- If hobbies appear, are the skills or qualities involved relevant to the position objective stated; or, do they in some way reinforce the person's qualifications?
- If interests appear, are they presented briefly and late in the resume?

- If personal data is presented, is information necessary, positive and/or supportive of the person's goal?
- If references are listed, are their names, titles, organizations and phone numbers presented concisely?

(9) PROFESSIONAL AFFILIATIONS AND ORGANIZATION MEMBERSHIPS

- Are professional and other memberships listed which show enthusiasm, energy and a high level of interest?
- Did the person record the names of organizations, positions held, committees served on, and dates of membership?

(10) SPECIAL ABILITIES AND PROJECTS

- Are special abilities or projects that support or reinforce the person's qualifications for the stated position objective listed? (For example, fluency in a foreign language, keyboard 100 words per minute, or expertise in a particular software program.)

(11) DISCLOSURE OF DISABILITY (If applicable)

- Has the person disclosed a disability in a positive way on the resume or in the cover letter?
- If the person does not intend to disclose a disability, is there something you should omit so as not to give rise to the issue?

OTHER COMMENTS: