

The Resume Workbook

For Adults
Entering the Workforce



A Fill-in-the-Blanks Guide
by Yana Parker

Featuring Ten Easy Steps for Writing a G-R-R-REAT Resume

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The Resume Workbook for Adults Entering the Workforce

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prices and reproduction agreements.

This version of *The Resume Workbook*
is a good choice for adult job seekers
(and young adult job seekers)
with minimal paid work experience.

A NOTE TO EDUCATORS and JOB SEARCH COUNSELORS

This workbook is designed to be consistent with the resume writing strategies presented in Yana Parker's other publications:

- *Damn Good Resume Guide*
- *The Resume Catalog*
- *Ready-To-Go Resumes* — Software/Templates
- *Blue Collar and Beyond: Resumes for Skilled Trades and Services*

These four books are available from Ten Speed Press.
Address: P.O. Box 7123, Berkeley, CA 94707.
Phone: 510-559-1600 or 800-841-BOOK within the continental USA.
Web site: www.tenspeed.com

Pairing the above resources with this Resume Workbook will provide an abundant source of good examples and will help job seekers deal successfully with most resume writing problems including:

- ... inability to identify transferable skills
 - ... confusion about job objectives
 - ... lack of paid work experience
 - ... limited business writing skills
- and many other barriers to producing great resumes.

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STEP 1: Uncover Your Skills, Abilities, and Special Talents

A Self-Help Quiz for Adults Entering the Workforce

This quiz is designed to get you thinking about the skills, abilities, and special talents that you *already have*. Once you know your strong points, you'll be better able to choose some job goals, write a resume, and get started toward your future career.

You can work on the quiz by yourself, OR you can get together with a few other job seekers and ask each other these questions as a group exercise. **Write down your answers in the space provided on the next four pages.** Then look at your answers for CLUES, IDEAS, and EXAMPLES of what to write on your resume. Ask your counselors and other job seekers how THEY think your talents could apply to "the world of work."

1. Good friends count on each other for lots of things. What do YOUR friends count on YOU for?
2. What does your FAMILY count on you for?
3. What DIFFICULTIES or barriers have you overcome to get where you are now?
4. What COURAGEOUS things have you done that you feel good about?
5. What GOOD QUALITIES did you inherit from your family? What do you do that shows you have those qualities?
6. If one of your closest friends were to BRAG about you, what would they say?
7. If YOU felt totally comfortable bragging about yourself, what would YOU brag about? What are you most PROUD of?
8. What PRAISE or acknowledgment have you gotten from your job counselors?
9. If you had to move away for a good new job, what would your friends and neighbors miss MOST about you after you leave?
10. Do you have some volunteer or community service experience that you're proud of? For example PTA, church, neighborhood organization? What skills do you use in these activities?
11. Name SIX QUALITIES or characteristics of OTHER people that you most respect or admire.
12. Which of those qualities you named above are ALSO true about YOU? What do you DO that gives people the impression that you have those qualities?
13. Think of a PROBLEM that came up that had other people stumped, but that YOU were able to do something about, to improve the situation. What did YOU do? What does that say about your abilities?
14. What CREATIVE things have you done that you feel good about? (Maybe you had to come up with new ideas for how to get things done, or how to "make something out of nothing.")
15. Which subjects were you best at in school or in a training program? Why did you enjoy those particular studies?
16. What do you KNOW so well—or DO so well—that you could teach it to others? What's the main TIP you'd tell people about how to do that fabulously?
17. Describe something you DESIGNED, CREATED, built, made, or fixed up, that gave you a strong sense of satisfaction. Tell why you felt so good about it.
18. Remember when you worked on a project that was SO FASCINATING or SO MUCH FUN that it made you lose track of time? What SKILLS were you using on that project? How could you use those skills now?

•••••

• **Tip for Career Counselors:** You can transform this list of self-help questions into a group exercise for five or six job seekers. Each person would have a chance to be "interviewed" by the others in the group and be encouraged to identify their own skills, abilities, and special talents.

•••••



**STEP 1: Uncover Your Skills,
Abilities, and Special Talents (continued)**

1. Good friends count on each other for lots of things.

What do YOUR friends count on YOU for?

2. What does your FAMILY count on you for?

3. What DIFFICULTIES or barriers have you overcome to get where you are now?

4. What COURAGEOUS things have you done that you feel good about?

5. What GOOD QUALITIES did you inherit from your family?

What do you do that shows you have those qualities?



STEP 1: Uncover Your Skills,
Abilities, and Special Talents (continued)

6. If one of your closest friends were to **BRAG** about you, what would they say?

7. If **YOU** felt totally comfortable bragging about yourself, what would you brag about? What are you most **PROUD** of?

8. What **PRAISE** or acknowledgment have you gotten from your job counselors?

9. If you had to move away for a good new job, what would your friends and neighbors miss **MOST** about you after you leave?

10. Do you have some volunteer or community service experience that you're proud of? For example PTA, church, neighborhood organization? What skills do you use in these activities?



**STEP 1: Uncover Your Skills,
Abilities, and Special Talents (continued)**

11. Name SIX QUALITIES or characteristics of OTHER people that you most respect or admire.

12. Which of the qualities you named above are ALSO true about YOU? For each of those qualities, tell what you DO that gives people the impression that you have that quality.

13. Think of a PROBLEM that came up that had other people stumped, but that YOU were able to do something about, to improve the situation. What did YOU do? What does that say about your abilities?

14. What CREATIVE things have you done that you feel good about? (Maybe you had to come up with new ideas for how to get things done, or “make something out of nothing.”)



**STEP 1: Uncover Your Skills,
Abilities, and Special Talents (continued)**

15. Which subjects were you best at in school or in a training program?

Why did you enjoy those particular studies?

**16. What do you KNOW so well—or DO so well—that you could teach it to others?
What’s the main TIP you’d tell people about how to do that fabulously?**

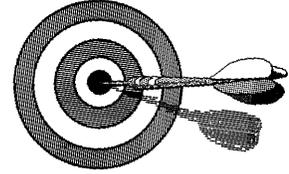
17. Describe something you DESIGNED, CREATED, built, made, or fixed up, that gave you a strong sense of satisfaction. Tell why you feel good about it.

18. Remember when you worked on a project that was SO FASCINATING or SO MUCH FUN that it made you lose track of time? What SKILLS were you using on that project? How could you use those skills now?

STEP 2: Choose a Job Objective

A. Make a list of all the JOBS or positions that you THINK you might like to apply for.

Include jobs that call for the **skills, abilities, and special talents** that you discovered about yourself while doing the quiz on pages 2 to 6. Include what we call “bridge jobs” – positions that would give you a chance to **gain experience or learn more skills** for even *better* jobs.



B. Choose ONE job from your list as your current Job Objective, and write it again at the bottom of this page:

Here are some examples of **clearly written** Job Objectives:

- Job objective: Position as a front desk or reservations clerk.
- Position with Safeway Markets as a supermarket checker.
- Administrative Assistant position.
- Position as sales representative with Marvel Distributors.
- Trainee position as warehouse worker or driver.
- Clerk position in shipping and receiving.
- Teacher’s aide position with a Montessori School.
- Position with Dunfey Hotel as Assistant Pastry Chef.
- Position as apprentice maintenance mechanic.
- Part-time Sales Job with Macy’s.



My Job Objective for this resume is:

STEP 3: Learn the Requirements of That Job

Find out what **education, skills, and experience** are needed to do the job you chose as your **Job Objective**—then write that in the spaces below.

Information about what it takes to do the job can be found in several ways:

1. **Talk with several people already working at a job like that:** This kind of job research is called **Informational Interviewing**. How do you do it? Find someone who already does that kind of work. Visit them on the job or at home and ask them to tell you all about “**what it takes.**” For more detailed instructions, see page 9.
2. Look on the WEB (Internet). Ask your counselor for help on how to do this.
3. Read the job description the employer used (if this is an advertised job).
4. Read a classified ad for any similar job.

• **Education or Certification Needed:**

• **Skills Needed: (including special knowledge needed)**

• **Experience Needed:**

Guide for Informational Interviewing

“**INFORMATIONAL INTERVIEWING**” is a rather fancy phrase for a very simple, logical, and extremely helpful idea that works to gather crucial information when you are choosing a career field or trying to decide on a specific job objective.

Here's what you do:

- A. Think back on your most enjoyable days of work or play, and **jot down some ideas about what you think you're best at and enjoy doing**—not actual job titles, but **SKILLS** and **ABILITIES** and **TALENTS** and **INTERESTS**—all the things you bring into your various activities and hobbies.
- B. **Ask around** among all your friends, relatives, friends of relatives, neighbors, trainers, counselors, *ANYBODY*, and **get from them the names of people who are already AT WORK USING these same SKILLS and abilities that YOU most enjoy using**—somebody you could talk with for information (NOT for a job, just for **INFORMATION** about that line of work).
- C. **Ask** each friend, relative, etc., **for permission to mention THEIR name** when you call the person they recommend.
- D. **Call each of the people** they recommend and:
 - Mention the friend or relative's name;
 - **Ask for 15 or 20 minutes of their time** to visit with them and learn a bit more about **THEIR** line of work;
 - **Explain that you think you might be interested in that field** because it uses skills and abilities you have, **BUT** you're not sure yet, you're still checking things out and deciding your career direction;
 - **Tell them you're not looking for a job right now**, just getting more info to help you get clear about your job goals.
- E. **Make an appointment** to visit them at their workplace for about 20 minutes.
- F. **Make up a good list of questions** that you'd like to ask—for example: How did you get this kind of job? What are the requirements for this work? What are the best and the worst aspects of this work? What kind of pay range can be expected in this line of work? What chances are there for moving ahead in this field? What education, skills, and experience does it require? Anything that would help you decide whether this is a good direction for you.
- G. **Show up right on time** for the meeting, **ask all your questions**, and **take some brief notes** so you won't forget.
- H. **Wrap up the meeting on time, thank the person**, and as you leave **ask them for the names of two OTHER people** who use those same skills that you want to use in your future career.
- I. When you get home, sit down and **write a short thank-you note to the person you just met, and mail it that same day**.
- J. Next day, **call the two NEW people mentioned**, make appointments with **THEM**, and follow the same plan as above.
- K. **Continue this process until you find yourself EXCITED and ENTHUSIASTIC about a particular line of work** and know that this is the direction you want. **THEN** you'll find it easier to choose a Job Objective you can happily pursue with all your energy.
- L. Always keep in mind that **THIS PROCESS WORKS**, and admittedly it **SEEMS a bit scary**, but the fact is that **people ARE willing to share their information** when you show **respect** for their time, **interest** in their line of work, and **appreciation** for their help.



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STEP 4: List Your Related Skills and Abilities

Review all of your skills and abilities that you listed on pages 3 - 6.

Select the ones that are **MOST RELATED TO YOUR CURRENT JOB OBJECTIVE**, and write them in the spaces at the bottom of this page.

TIP: Some of your skills that aren't needed for your *current* Job Objective could be left off, and perhaps used on a *future* resume when you are looking for a different kind of job.

Below are a few **EXAMPLES** of Job Objectives and some related Skills and Abilities. Notice that you can *combine* a couple of your skills which—by themselves—might not seem all that impressive.

If your Job Objective is a Position as a Receptionist for a Pediatrician . . .

Some related skills might be:

- General Office & Telephone Skills
- Experience with Children
- Record Keeping

If your Job Objective is a Position as a Delivery Driver . . .

Some related skills might be:

- Knowledge of the Bay Area
- Driving Experience / Safety Awareness
- Auto Maintenance

If your Job Objective is a Position as a Manicurist . . .

Some related skills might be:

- Creative Nail Design / Product Knowledge
- Health and Sanitary Practices
- Customer Service Ability



My Job Objective is: _____

(Just a reminder—it's the same as the Job Objective you listed in Step 2 on page 7.)

My strongest skills and abilities that are also RELATED to my Job Objective are:

STEP 5: Write One-Liners To Demonstrate Your Relevant Skills and Abilities

Demonstrating—or documenting—your related skills, is really the HEART of your resume. Since this is such an important step, let's STOP and take a d-e-e-p breath, and get our bearings!

The work you do in the next few pages takes some careful thought—and there are some guidelines here to help you do a good job of it.

First: WHAT IS A “ONE-LINER”?

You'll see the term “**one-liner**” used here.

A “**one-liner**” is simply a one-line sentence telling how you have *already* used the skills and abilities you plan to use in your next job—the one you chose as your current Job Objective.

Sometimes a “one-liner” actually takes up *two* lines, or even *three*—but it's *still* called a “one-liner.”

“**One-liners**” are usually **ACTION** statements, meaning—well, *they show you in ACTION!* And they usually *start off* with ACTION words.

Sometimes, instead of the usual “one-liner” you might want to illustrate your skill by making a *detailed list of all the equipment or tools you know how to use*, that relate to your job objective—for example, any office equipment you're familiar with. Then your “one-liner” could look like this:

- Office Equipment: word processor, photo-copier, fax machine.

On page 12 there is a *whole page* of **Action Words** that are good to use at the beginning of your “one liners”.

On page 13 you'll find some **Tips & Examples for Writing Good One-Liners**.

On page 14 you'll find **space to write YOUR “one-liners”** about the skills you'll use for your Job Objective.

And you can always check out the **Sample Resumes** at the back of the Workbook on pages 24 - 28 for more good ideas about writing one-liners.



Help for Step 5: List of ACTION WORDS to Start One-Liners

MANAGING

accomplished
analyzed
attained
conducted
consolidated
contacted
coordinated
developed
directed
established
evaluated
exceeded
headed
improved
increased
initiated
organized
oversaw
planned
prioritized
produced
scheduled
strengthened
trimmed

TECHNICAL

assembled
built
calculated
computed
configured
designed
determined
devised
eliminated
enhanced
fabricated
installed
maintained
operated
overhauled
programmed
reduced
refined
remodeled
repaired
retrieved
solved
trained
upgraded

CLERICAL

approved
arranged
catalogued
classified
collected
compared
compiled
completed
distributed
enlarged
implemented
inspected
monitored
operated
organized
prepared
processed
recorded
retrieved
screened
specified
sorted
tabulated
validated

COMMUNICATING

addressed
arranged
convinced
corresponded
developed
directed
drafted
edited
enlisted
influenced
interpreted
negotiated
participated
persuaded
presented
promoted
proposed
related
secured
sold
spoke
translated
wrote

RESEARCHING

collected
consulted
evaluated
examined
experimented
identified
inspected
interpreted
interviewed
investigated
obtained
organized
reviewed
searched
summarized
surveyed

TEACHING

advised
clarified
coached
communicated
coordinated
corrected
developed
enabled
encouraged
evaluated
explained
guided
informed
initiated
instructed
persuaded
set goals
trained

HELPING

assisted
clarified
coached
counseled
demonstrated
educated
guided
motivated
referred
supported

CREATING

acted
conceived
created
customized
designed
developed
established
fashioned
illustrated
improved
initiated
introduced
invented
originated
performed
planned
redesigned
reshaped
revitalized
shaped

**Circle the words you think may apply to your experience
and use some of them to begin your achievement one-liners.**

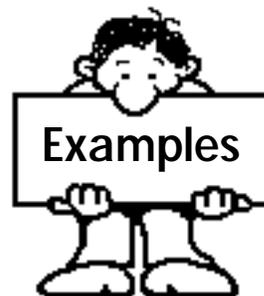
Help for Step 5: Tips and Examples for Writing Good One-Liners

1. Rather than just *claiming* you have a skill, *you can demonstrate* that skill by describing specific experiences and achievements where you used or acquired the skill.
2. Describe each experience or achievement in a simple action statement—what we refer to here as a “one-liner.”
3. Put action words at or near the beginning of the line. (There’s a list of them on page 12.)
4. Be sure to mention—*whenever possible*—specific, provable, successful **results** that would interest your future employer.

TIP: “Start with an Action, end with a Result.”

EXAMPLES OF GOOD “ONE-LINERS”

(taken from several different resumes)



Job Objective: Entry position in Shipping Dept.

Skill: *Clerical Skills*

- **Helped neighbor/home-business owner to fill Christmas rush-mail-orders for hand-made toys. Learned to ...**
 - ... compute postage for different rate zones;
 - ... find missing zip codes;
 - ... wrap packages to meet post office requirements.

Job Objective: Position as Physical Therapy Aide

Skill: *Knowledge of Disabilities*

- **Assisted with speech therapy in a classroom for language-impaired children, as a volunteer teacher’s aide at Harwood Day School.**
- **Learned to relate well with mentally handicapped children, as volunteer substitute bus driver in a city-sponsored special recreation program.**

Job Objective: Part-time Position as a Delivery Driver

Skill: *Safety Awareness*

- **Completed Safe Driving course at DMV with a near-perfect score on the test.**

Skill: *Knowledge of Bay Area*

- **Taught myself a number of driving short-cuts through Bay Area streets, successfully avoiding grid-locked routes.**

Job Objective: Position in Office Support

Skill: *General Office Skills*

- **Photocopied and collated monthly newsletter.**
- **Earned Volunteer of the Year award for coming up with good solutions for the organization’s shortage of office work space.**

Skill: *Typing/Word Processing*

- **Currently improving my typing speed and accuracy, using neighbor’s home computer.**
- **Created an accurate agency mailing list from hand-written file cards.**

Step 5: Write Your Skill One-Liners Here

(You may want to photocopy this page, or continue writing on page 29, if you need more space.)

A related skill (from page 10) _____

One-liners about my experience and achievements using this skill:

- _____

- _____

- _____

- _____

A related skill (from page 10) _____

One-liners about my experience and achievements using this skill:

- _____

- _____

- _____

- _____

A related skill (from page 10) _____

One-liners about my experience and achievements using this skill:

- _____

- _____

- _____

- _____

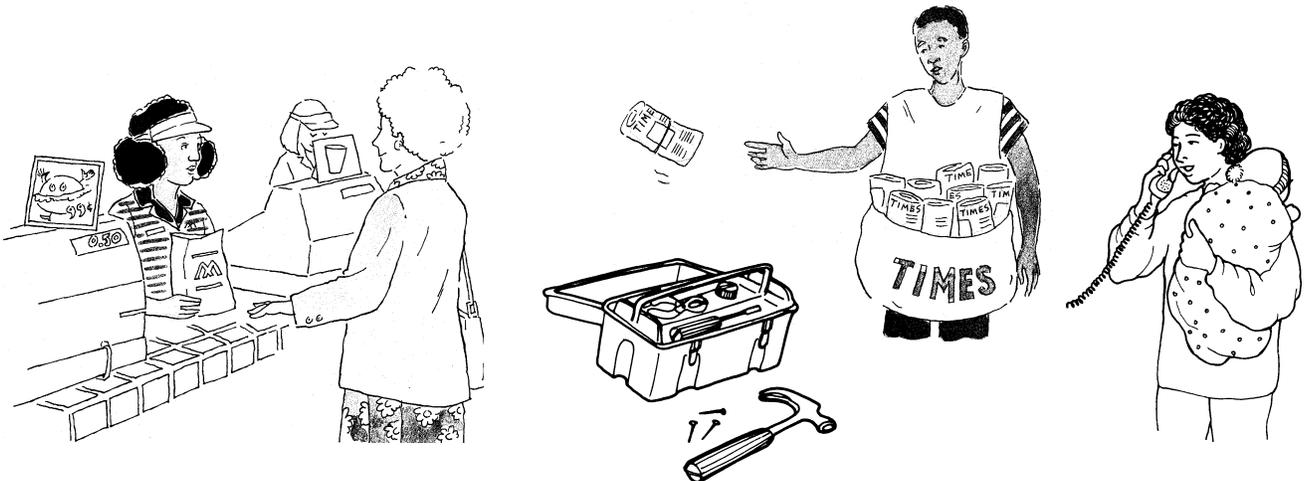
STEP 6: List Your Work History

Make a list of any work you've done or jobs you've held—including any jobs you've *created* for yourself. List your most *recent work first*, then your earlier work. Include the dates of the work or employment, your job titles, and your employers.

The examples below are from several different resumes:

1990-1997	Full-time Parent	Plus community service work for children's school
1996-1998 (on-call, part-time)	Child Care	Johnson & Ryers families
1997-1998 (part-time)	Odd Jobs (yard work, repairs)	Self-Employed, Cleveland OH
1995-present (Holiday season)	Mail-Order Assistant	Neighbor's home business (marketing hand-made toys)
Dec. 1997	Postal Worker	U.S. Postal Service (Christmas rush)

- Include ALL work experience, even if it was short term or unpaid work.
- Include any jobs even though they're not related to your current job objective, because they help create a picture of reliability and willingness to work.
- Include all jobs even if your relatives or friends were the "employer" and even if you didn't get paid to do it.
- Include any work and odd-jobs you did on your own as an "entrepreneur," and list YOURSELF as the employer ("Self-Employed").



STEP 6: List Your Work History

(Continued)

My Work History

Months* & Years (most recent first)	Position or Job Title	Company Name	City

* For YOUR reference only. On your final resume you can OMIT the month started/ended unless the job was VERY brief—say, less than 6 months.

The “rules” for a resume are NOT the same as for a formal job application blank, where explicit dates are expected.



STEP 7: List Your Education and Training

List the name of any school or training program you completed, and the city. Include which class-year or training program you're in—if you are still currently studying toward your career.

If you graduated from high school, write “High School Graduate” but don't mention the year of graduation UNLESS it's fairly recent. (1985? keep; 1965? omit)

Add a list of any subjects you are studying that relate to your current job objective. Add any special training you have completed, and certificates earned (Life Saving, CPR, etc.) if they seem *related* to your job objective.

(Sometimes it's okay to include things even though they DON'T seem directly related to your job objective—just because they help make you look like a person who is well-rounded and ambitious, or like someone who cares and contributes to their community.

Check with your counselor or job coach on what would be good to include.)

Under the heading of **Education and Training** you can include:

- **Classes** that relate to your job objective; for example ...
 - Math and Computers, if you're looking for a Cashier job;
 - Driver Ed, if you're looking for a Delivery job;
 - Word Processing, if you're looking for an office job;
 - Any subject, if it helps fill in a gap in your Work History.
- **Apprenticeships**
- **Workshops** or seminars
- Certificates (Life Saving, CPR, etc.)
- Correspondence Courses
- Night-School Classes
- Hobbies where you are developing job-related skills, such as ...
 - Photography, Computers, Electronics, Reading, Writing, etc.



Mention any test scores if they were unusually high.

Mention any positions of leadership and responsibility—for example, scout leader, organizer of neighborhood safety committee; it all counts as WORK.

Examples:

Education and Training

Graduate of Brookside High School, Alameda CA

Relevant studies: Accounting and Business Math

Currently enrolled in City Vocational Training Program, studying Introduction to Computers

Education and Training

City Vocational Training Program, Pittsburgh PA

Currently completing a 2 month class in Word Processing and Computer Basics

Completed Scout Leaders training on organizing a neighborhood troop

STEP 7: List Your Education and Training

(Continued)

MY EDUCATION AND TRAINING

**High School or
Trade School or
College**

Grade level

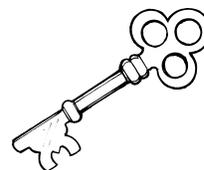
**Completion
or Graduation
Date**

Related coursework or studies

Any other job-related hobbies, activities, organizations, leadership

STEP 8: Summarize Your Key Points

Summarize your key points near the top of your resume, under your Job Objective.



1. Make a brief list (4 to 6 lines) of key points that a new employer would want to know about you. These Key Points need to show that ...
 - You are **QUALIFIED** for the job;
 - You are a **DESIRABLE CANDIDATE** for the job.

A GOOD SUMMARY SHOULD INCLUDE THESE KEY POINTS:

- **How much experience you have—paid or unpaid—using skills that are RELATED to your chosen field of work. (how many months or years)**
- **Your education, including any training in that chosen field.**
- **Your best accomplishment that relates to, or supports, your job objective.**
- **Your key skills, talents, or special knowledge related to your job objective.**
- **Something about your attitude toward working, or the way you get along with people, that would be appealing to your future employer.**

2. Make sure that every statement in your Summary is **related** to your Job Objective and is **supported** by what you say in your Skills section and Work History section.
3. Limit each Summary statement to just one line.
4. Make a heading for this Summary. You could call it simply “Summary“ or “Summary of Qualifications”—whatever fits your style and seems comfortable to you.
5. Enter your Summary statements at the bottom of this page.

SOME EXAMPLES OF SUMMARY STATEMENTS:

Summary (Job Objective was Customer Service Position)

- Six months part-time experience in customer-service related work.
- Currently enrolled in training program studying general business practices.
- Achieved high rating as an excellent worker during part-time seasonal jobs.
- Familiar with the company’s products and would be proud to promote them.
- Willing to support the company policy that “the customer is always right.”

Summary (Job Objective was Entry Position in Office Services)

- One year of experience assisting owner in a home-based business.
- Completed Word Processing and Beginning Database classes with high grades.
- Earned a pay increase for maintaining a pleasant, clean working environment.
- Strong interest and talent for computer learning; enjoy the challenge.
- Can offer good references as reliable, honest, and hard-working.

MY SUMMARY STATEMENTS:

STEP 9: Assemble Your Resume

If you're working with a job counselor, you may want to check your progress with your counselor now—before proceeding with this Step 9.

Use the worksheets on pages 21 & 22 to assemble all the parts of your resume.

1. On page 21, fill in your name, address, and phone.
Add an email address if you have one.
2. Put your Job Objective below your name/address/phone—the same Job Objective you chose and wrote down way back on page 7.
3. Copy your Summary from page 19 to the worksheet on page 21.
4. Keep your skill one-liners in the same skill groups as they appear on page 14, and copy them over to page 22.

Now look at those “one-liners” and make sure you have made it clear where each activity occurred—in which situation or class or job—*whenever possible*. This is very important, because it makes your “Skills” style resume both believable and clear to the employer.

Here are some examples: (Italics are used here just to make the idea clear to you.)

- Filled in as teacher’s aide volunteer *at Oakland Technical High School*.
- Helped train other seasonal gardening workers *at U.C. Botanical Garden*.
- Won award for the most sales, as Troop Leader for Girl Scout cookie sales campaign.

5. Move your Work History from page 16 to page 22.
6. Move your Education and Training notes from page 18 to page 21.

That’s IT!
You’re Almost Done!



Worksheets To Assemble Your Resume (first page)

Name: _____

Address: _____

Telephone: _____

Job Objective: _____

SUMMARY (or Summary of Qualifications, from page 19)

- _____
How much experience related to this line of work
- _____
Training or education related to this line of work
- _____
A special achievement or recognition
- _____
Some key skills, talents, special knowledge
- _____
Something about your positive attitude or work ethics

EDUCATION / TRAINING (from page 18)

School	Grade Level	Graduation date
Any other relevant information		

Worksheets To Assemble Your Resume (second page)

RELEVANT SKILLS

Skill, as on page 14

One-liner, as on page 14

Skill, as on page 14

One-liner, as on page 14

Skill, as on page 14

One-liner, as on page 14

WORK HISTORY

Months or years	Job Title	Company and City
-----------------	-----------	------------------

Months or years	Job Title	Company and City
-----------------	-----------	------------------

Months or years	Job Title	Company and City
-----------------	-----------	------------------

Months or years	Job Title	Company and City
-----------------	-----------	------------------

STEP 10: Produce a Final One-Page Resume

When you have filled out pages 21-22—the Worksheets to Assemble Your Resume—you are ready to take them to your computer and word-process them yourself—or get help from someone else if you need to. You will then end up with a beautiful one page resume.

Just remember this important point:

There is really NO ONE RIGHT WAY to write or design a resume!

There's LOTS of room for you to "be yourself."

Everyone is unique, and your resume does NOT have to fit a rigid pattern, or look just like some "perfect model" of a resume.

In fact, it's lots BETTER if your resume DOES NOT look exactly like everybody else's!



Notice that **NONE** of the sample resumes in the back of this workbook fit the suggested guidelines **exactly**. And that's okay! **YOUR** resume doesn't have to fit any exact pattern either. The guidelines here are just to get you started finding your own style to create an effective resume.

There's just a few final things to think about before you're ready to USE your great new resume—and these are important:

- **Proofread** your resume VERY carefully, for grammar, punctuation, and spelling. Even little mistakes on a resume can ruin the impression you make. *And, if you are not an excellent speller, get help from someone who is!*
- **Get Feedback** from someone in-the-know. Find someone who knows about the kind of work you're aiming for, and ask them to look over your resume for content, clarity, appearance, and their opinion of how effective it is.

I suspect they'll be pretty impressed with what a good job you've done! After all, this *was* hard work, right? But they still may have good ideas for making it *even better*.



Before

Marguerite is 68 years old, and just re-entering the workforce. At first she had a traditional resume (shown below) which didn't do much to make her look like an appealing candidate for a job.

With help from a counselor, she created a variation on the standard resume format (shown on the next page) that better fit her special situation.

MARGUERITE Q. AVERY

1234 NE 50th Street
Vancouver WA 98680
(360) 987-6543

OBJECTIVE: To obtain a part-time clerical position utilizing my skills

WORK EXPERIENCE

Clerk Assistant

YWCA of Clark County
Vancouver, Washington

Faxed.
Copied documents, typed labels,
filed; performed data entry and word
processing in Word Perfect.
Operated mail machine. Researched
information on motels and made
charts with the information.

EDUCATION

G.E.D.
Clark College
Vancouver, WA

SKILLS

Type 35 w.p.m. using Word Perfect
and Windows 95. Operate mail,
copier and fax machines. Certificate
of completion for Computer class.

References available upon request

After

Marguerite's improved resume emphasizes her strong points—intelligence, reliability, and a passion for anything to do with books and words—and plays down her lack of recent paid employment.

The “Previous Work History” section allows Marguerite to take credit for past work without having to mention specific dates. A traditional resume could not have made her look this good.

MARGUERITE Q. AVERY

1234 NE 50th Street
Vancouver WA 98680
(360) 987-6543

Objective: Trainee position in proof-reading and editing.
(Eligible for federal salary subsidy)

Summary:

- Highly intelligent: consistently score in the 95th percentile on aptitude tests.
- Passion for words, top speller, broad vocabulary.
(unbeatable Scrabble player)
- Willing and eager to learn more about proof-reading and editing.
- Mature, reliable and industrious. Worked continuously since age 17, as employee, entrepreneur, student, and/or parent.
Rarely missed a day of work; get along well with co-workers.

RECENT WORK HISTORY

Spring 1998 **Clerk Trainee**, Vancouver YWCA

- Took on a new position and learned to operate fax, copy machine, mail machine and word processor.
- Accurately typed 35 wpm using WordPerfect with Windows 95.

Winter 1997 **Student**, Clark College Adult Program

- Returned to school and earned a GED, earning top scores in a 6-months program, which covered: —Computer skills —Writing (97%) —Social Sciences (99%) —Math (93%)

PREVIOUS WORK HISTORY

- Co-managed a small 20-acre **family farm** for several years, while raising a family.
- Owned and managed a small **boarding house**, overseeing maintenance and repairs, and providing cooking and laundry services for tenants.
- Provided **nurse-aide** services on a part-time basis.

TINA HAND

1992-C Parker Street
Berkeley, CA 94704
(510) 399-0102
Email: tzhand@aol.com

Tina is eager to make a career out of her interest in physical therapy work. She describes all her past work—**almost all of it as a volunteer**—emphasizing her contact with disabled people, to show that this is an appropriate choice. Now she's applying for a "bridge job" to get closer to her long-term goal.

Objective: Position as a Physical Therapy Aide

SUMMARY

- Volunteer for nine years, gaining experience with disability issues.
- Completing course work in human anatomy and human physiology.
- Creatively resolved everyday problems faced by disabled patients.
- Familiar with a wide range of disabilities, both physical and mental.
- Long-term goal to practice as a registered Physical Therapist.

VOLUNTEER WORK HISTORY

1998–present **Teacher's Aide** — HARWOOD DAY SCHOOL, Oakland, CA

- Assisted with speech therapy in a classroom for language-impaired children, as a volunteer, and occasionally as a part-time paid assistant.
- Helped customize a speech therapy program for a language-delayed student.

1997, 3 months **Personal Care Attendant** — SATELLITE SENIOR HOMES, Oakland, CA

- Maintained accurate records of medicines taken, and physical observations of frail elderly residents, in this senior retirement facility. This was a 5-month paid part-time job.

1996 **Instructional Assistant** — PUBLIC SCHOOLS, Eugene & Springfield, OR

- Assisted in supervising recreation activities of mentally handicapped children and adults, as volunteer at city-sponsored specialized recreation program.

1995 on-call **Bus Driver** — PEARL BUCK SCHOOL for mentally handicapped, Eugene, OR

- Transported over 100 children a day from home to school, successfully gaining the kids' cooperation to assure a safe journey, despite challenges in behavior and comprehension.

1989-1995 **Developmental Aide** — EASTER SEAL SCHOOL, Eugene, OR

- Served as a physical therapy volunteer, worked with seriously handicapped children.
- Performed basic physical therapy routines to promote physical development.

EDUCATION & TRAINING

Classwork training in progress, relevant to physical therapy field:

-Human Anatomy -Human Physiology -Psychology -Language Development

STEPHEN M. SCOTCH

9065 Hillegass Avenue
Berkeley, CA 94705
(510) 987-6543

Stephen's experience is rather fragmentary. He didn't have any impressive accomplishments in this field—so he focussed on presenting the variety of his experience as an asset.

Objective: Entry level position in office support or customer service.

SUMMARY

- Experience in a variety of seasonal and temporary office support positions.
- Familiar with computer database and word processing, plus a general working knowledge of business machines.
- Excellent telephone skills; friendly, courteous, and articulate.
- Take pride in doing a good job; willing to learn.

OFFICE SUPPORT EXPERIENCE

General Office

- Typed letters, envelopes, labels and invoices for student publications office.
- Ran copies on Xerox machine; refilled paper and toner.
- Waxed camera-ready copy in preparation for layout of newspaper.
- Completed basic accounting class; familiar with use of calculator.
- Assisted architectural space planning project at City Hall, measuring and recording furniture and work areas on each floor and in each department.

Telephone Skills

- Filled in as receptionist at Center for Independent Living, handling a heavy load of incoming calls and relaying messages to staff.
- Answered phones, sold computer training courses, and enrolled students in IBM-PC courses as Administrative Assistant at Computers!Computers! retail store.
- Made over 100 PR calls to businesses, for ADMARK Corp.
- Took incoming calls for campus newspaper staff at University of Houston.

Computer Knowledge

- Completed introductory training courses at Computers!Computers!, covering: ...disk operating system ...database ...WordPerfect.
- Input 1,000 names and addresses into Filemaker database for ADMARK Corp.

WORK EXPERIENCE

1998 (temp, 1 mo.)	<i>Office Assistant</i>	COMPUTERS!COMPUTERS!, SAN FRANCISCO
1996 (part-time)	<i>Office Assistant</i>	Short-term jobs (up to 2 months), assisting in various PR assignments for Admark Corp. and Center for Independent Living, both in Berkeley
1997 (part-time)	<i>Carpentry Asst.</i>	HAL HOWARD FLOOR REFINISHING, Berkeley
1997 (summer)	<i>Inventory Clerk</i>	BERKELEY CITY HALL, Health & Human Svcs. Dept.
1992–96*	<i>Office Assistant</i>	STUDENT PUBLICATIONS office*, University of Houston

*summer jobs assisting in my father's newspaper publication office

EDUCATION

Completed High School — Bellaire Senior High, Bellaire, TX 1998

Jane Howland

98765 Geary Blvd.
San Francisco, CA 94121
(415) 123-4567 (message telephone)

Jane used a unique functional format, putting all her office-related one-liners into one paragraph. Notice that she covered all time periods AND linked her accomplishments to her work history, which was actually very fragmented but looks okay when she omits months and sticks to what YEAR she did the work.

Objective: A Clerical Office Position

Summary

- More than two years of varied office experience.
- Certificate in General Business Studies.
- Praised by employers for being responsible, reliable, and friendly.
- Skilled in handling a large amount of documents and details.
- Strongly self-motivated; punctual and follow directions accurately.

Office Related Experience

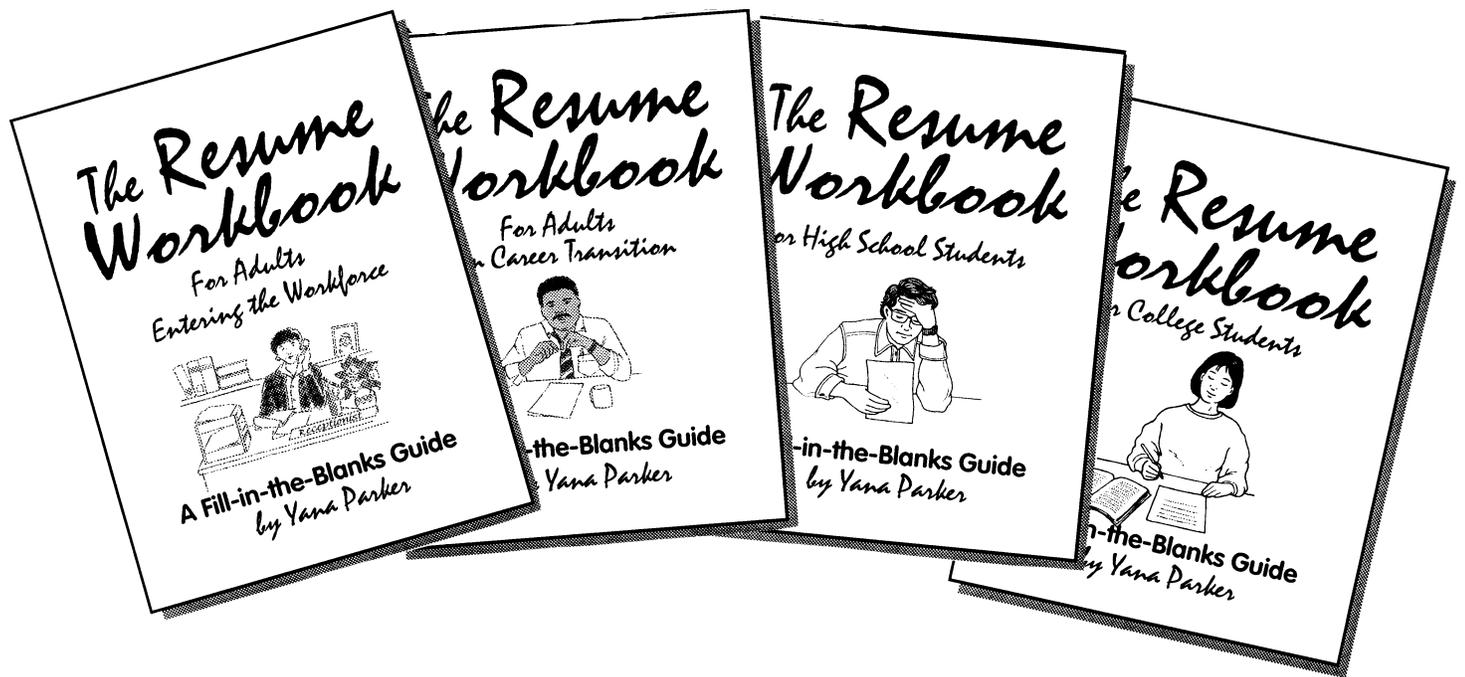
- Paid close attention to accuracy, especially with numbers, in clerical tasks such as sorting, filing, and looking up information at Wells Fargo Bank and Cal Trans.
- Updated state transportation department records, making sure that each entry was clear and complete.
- Used word processing and accounting software to update records at Wells Fargo.
- Copied and filed documents so that daily work done at Wells Fargo and Cal Trans was correctly documented and all files were complete.
- As a Mail Clerk in the dead-letter department of the U.S. Postal Service:
 - Searched for senders by using files and computer records.
 - Coded and filed mail for successful final delivery.
 - Filled out necessary forms to track addresses and postage.
 - Worked with minimum supervision, and maintained confidentiality at every step.
- As Security Guard of a bank, received and directed customers, paying attention to details, and providing assistance when needed.
- Rated high as a team player for cooperating well with other employees in every job.

Work History

Full-time Parent - Managed household finances, 1993-98 & 1988-90
Security Guard - American Protective Services, San Francisco, CA, 1993
Mail Clerk - U.S. Postal Service, San Francisco, CA, 1992
Office Assistant - Wells Fargo Bank, San Francisco, CA, 1991
Office Assistant - Cal Trans, San Francisco, CA, 1987

Business Training

School of Business and Commerce, San Francisco, CA, 1993



The Resume Workbook[©]

A Fill-in-the-Blanks Guide in Four Versions:

Adults Entering the Workforce (W2W)
Adults in Career Transition
High School Students
College Students

These 29 to 36 page **workbooks** are just right for classroom or workshop use. They walk the job seeker through the same Ten Easy Steps presented in Yana Parker's *DAMN GOOD RESUME GUIDE: A Crash Course in Resume Writing*. The workbooks have plenty of space for the job seeker to enter all the components of their g-r-r-reat chronological or functional resume. The workbook results can then be input into Yana Parker's *Ready•To•Go Resume* templates (available through Ten Speed Press) to create a finished resume.

The Damn Good Resume Guide and the Resume Workbooks can be used independently OR side by side, as both offer many creative solutions to tough resume problems.

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