

# The Resume Workbook

For High School Students



**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 High School Students

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*Special thanks to Dale Erickson of Redwood Valley High School,  
Redwood Falls MN, for his help with the content of this Workbook.*

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**This version of The Resume Workbook  
is a good choice for students  
in grades 9 through 12, and for young  
adults with minimal 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.  
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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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# Ten Steps to a Great Resume

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Your Name

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Phone Number

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Address

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Email Address





**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?**

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**2. What do you do for your parents or guardians to help them out when you have time?**

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

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

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

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

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

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

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

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9. If you suddenly had to move far away (like, if your folks got a job in a different part of the country) what would your friends or teachers or neighbors **MISS** most about you? How would their lives be more difficult, less fun, or less interesting if you weren't there?

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

**10. Name about SIX QUALITIES or characteristics of OTHER people that you most respect or admire.**

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**11. 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.**

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**12. 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?**

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

13. Which subjects are you best at in school? Why do you like those courses?

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14. 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?

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15. What **CREATIVE** things have you done that you feel good about?

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16. 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.

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## STEP 2: Choose a Job Objective

### A. Make a list of all the JOBS or positions that you THINK you'd 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 through 6. Include jobs we call “bridge jobs” that would give you a chance to **gain experience or learn more skills** for even *better* jobs.

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### B. Choose ONE job from your list above, 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 an Office Assistant

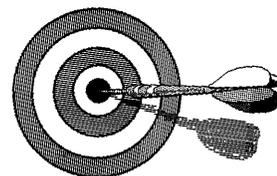
Job objective: Part-time Sales Job with Macy's

Job objective: Trainee Position in Marketing

Job objective: Weekend/After School Job as Stockroom Helper

Job objective: Summer internship in the Computer Science Department

Objective: Work-Study position exploring careers in the field of . . .



**My Job Objective for this resume is:**

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## 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. **Look on the WEB** (Internet). Ask your counselor for help on how to do this.
2. **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.
3. Take a “Job Shadowing” or “Career Exploration” class offered at your school.
4. Read a classified ad for a job similar to your job objective.

• **Education or Certification Needed:**

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

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• **Experience Needed:**

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## Guide for Informational Interviewing

“**INFORMATIONAL INTERVIEWING**” is a rather fancy phrase for a very straightforward, logical, and extremely helpful idea that works to gather crucial information when you are choosing a career field or clarifying your 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, teachers, 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 job objective, and write them in the space at the bottom of this page.

**TIP:** Some of the 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.

**Here are some EXAMPLES** of Job Objectives and the 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 Position as Receptionist for a Pediatrician . . .*

Some related skills might be:

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

*If your Job Objective is 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 Position as a Marketing Intern . . .*

Some related skills might be:

- Customer Service
- Marketing/Sales/Display
- Computer Knowledge



**My Job Objective is:** \_\_\_\_\_

*(Just a reminder—same as the Job Objective you listed in Step 2)*

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

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## STEP 5: Write One-Liners To Demonstrate Your Related 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 describing how you have *already* used the skills and abilities you plan to use in your next job—the one you chose as your 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.

A “one-liner” in some cases might not be an action statement, but instead might be a *detailed listing of all the equipment or tools you know how to use*, that relate to your job objective—for example, all the computer programs, systems, hardware and software you're familiar with. In that case, list ALL those that apply to your job objective. *For example:*

- Computer knowledge: Ms.Word, Excel, PageMaker for the Mac

**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

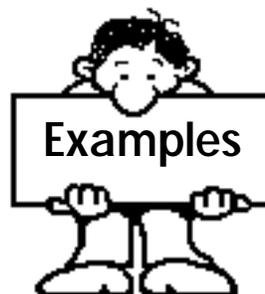
acted  
conceived  
created  
customized  
designed  
developed  
established  
fashioned  
illustrated  
improved  
initiated  
introduced  
invented  
originated  
performed  
planned  
redesigned  
reshaped  
revitalized  
shaped

**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.

“Start with an ACTION, end with a RESULT.”



### EXAMPLES OF GOOD “ONE-LINERS”

(taken from several different resumes)

Job Objective: Position in Office Services

Skill: *Computer Experience*

- **Wrote several long reports using Microsoft Word on a Compaq computer.**
- **Tutored other students in basic word processing.**

Job Objective: Position as Marketing Intern

Skill: *Marketing/Sales*

- **Sold advertising space to local businesses for school yearbook, raising \$2,500 for junior class trip.**
- **Helped my father with a door-to-door campaign to get our Councilman re-elected.**

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.

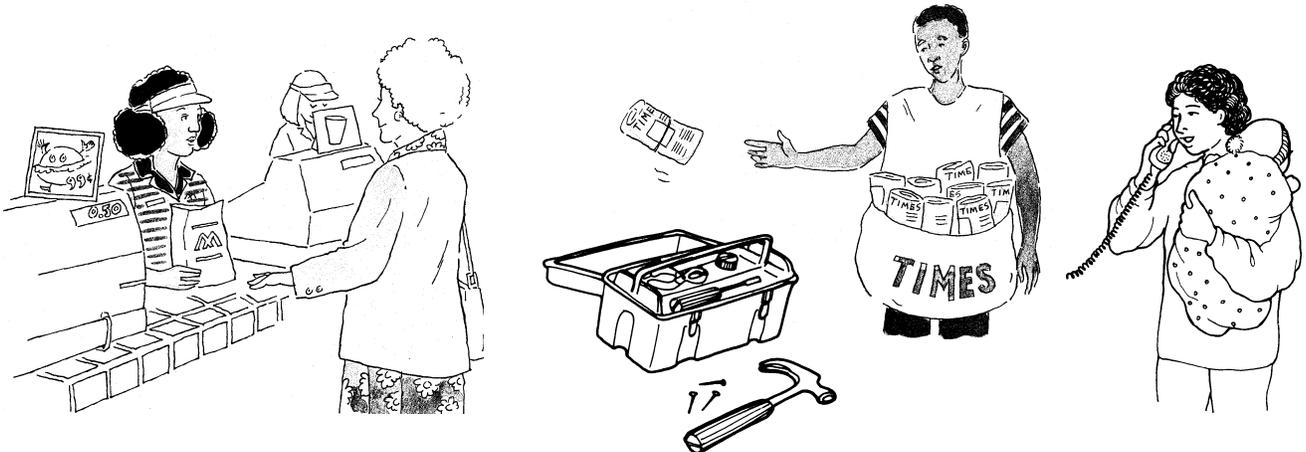
List your most *recent work first*, then your earlier work.

Include the dates of the work or employment, your job titles, and your employers.

The examples below are from several different resumes:

1997-1998 (after school)	<b>Counter Sales</b>	Starbucks Coffee, Berkeley CA
1996-1998 (after school)	<b>Child Care</b>	Johnson & Ryers families
1997-1998 (after school)	<b>Odd Jobs</b> (yard work, repairs)	Self-Employed
1996 & 1997 (summers)	<b>Camp Counselor</b>	Camp Otsego, Cooperstown NY
1995-present (after school)	<b>Office Assistant</b>	Parents' home business
Summer 1998	<b>Animal Care</b>	Children's Fairyland, Oakland CA
Summer 1997	<b>Volunteer Tutor</b>	"Whiz Kids" Summer Program
Summer 1996	<b>Receptionist</b>	Investors Group, Oakland CA

- Include all work experience, even if it was short term or unpaid work.
- Include all 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 parents or relatives 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



## STEP 7: List Your Education and Training

List the name of your High School, the city, and which class-year you're in.  
Add a list of any courses you are taking that relate to your current job objective.  
Add any special training you 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 is making a contribution to their school or community.  
Check with your counselor or your parents 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;
  - Psychology, if you're looking for a sales job;
  - Any subject, if you're looking for a tutoring job in that subject.
- **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, Surfing the Internet, etc.

Mention your GPA if it is 3.0 or higher. (B average or higher.)  
OR, mention your GPA in job-related courses, if it is 3.0 or higher.

Mention any positions of leadership and responsibility—for example, treasurer of a club, work on a school newspaper, work on a special fund drive.

Mention any special school or extra-curricular **projects** that show initiative, ability to do research, ability to think and to write, ability to organize a project, ability to follow through and get things done. **All of these abilities are job-related**—such projects might fit EITHER in your “Education & Training” section OR in the section on page 12 where you describe specific skills related to your Job Objective.

*Example:*

### EDUCATION & TRAINING

Brookside High School, Alameda CA

Sophomore

Will graduate in June 2000

**Relevant studies:** Accounting, Principles of Business, Psychology  
GPA 3.2; Secretary, Future Business Leaders Club; Member, Macintosh Users Group

# STEP 7: List Your Education and Training

(Continued)

## MY EDUCATION AND TRAINING

**High School or  
Trade School**

**Grade level**

**Graduation date**

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**Related coursework**

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**Related school projects, activities, organizations, leadership**

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## 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 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.
- Enrolled in Business Track high school program with emphasis on Marketing.
- Earned 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 part-time experience assisting owner in a home-based business.
- Business major at Lincoln High School; high grades in Database Design.
- Completed independent study project exploring technology for small businesses.
- Strong interest and talent for learning computer software; enjoy the challenge.
- Can offer good references as reliable, honest, and hard-working.

### MY SUMMARY STATEMENTS:

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## 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.*

**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 Advertising Manager *for Skyline High Yearbook*.

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)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Worksheets To Assemble Your Resume (second page)

### RELEVANT SKILLS

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Skill, as on page 14

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One-liner, as on page 14

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Skill

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One-liner, as on page 14

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Skill

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One-liner, as on page 14

### WORK HISTORY

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Months or years	Job Title	Company and City
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Months or years	Job Title	Company and City
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Months or years	Job Title	Company and City
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Months or years	Job Title	Company and City
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## 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*.



# CHARLIE KRAUS

123 Avenida Primera • Tucson, Arizona 85704 • (602) 987-6543

## Job wanted: Part-time after school and weekend job

...Stockroom helper ...Grocery bagger ...Golf Caddie ...Dishwasher  
...Theater maintenance helper ...Arcade guide

## Summary

- Reliable. Willing and able to show up on time.
- Honest and trustworthy.
- Good attitude around others. Willing to help, patient with people, do my share, willing to learn.

## Work Experience

### 1993–94 Handyman

- Worked on Tucson rental property owned by my relatives.
  - ... Replaced broken wood fence.
  - ... Painted inside and outside walls.
  - ... Cleared out trash left by tenants.

Charlie felt more confident about his job hunt once he got his skills down on paper.

### Fall 1994 Babysitter

- Do on-call child care for parents during football games.

### 1992–93 Bagger after school, weekends, vacations

- Bagged groceries at US Army Commissary, Wurzburg, Germany.

### 1991 Woodworker and Salesman part-time during school year

- Produced wood handicrafts; sold them to teachers and other students.
  - ... Increased sales by giving customers a chance to try out the merchandise and show it to others.
  - ... Increased income by raising prices on popular items.
  - ... Used woodworking tools to make handicrafts.

### 1992 Golf Caddie

- Caddied every day during summer vacation.

## Work Related School Projects

### Animal Care Project, Nov. 1996 to Apr. 1997

- Successfully raised a pig to sell at the County Fair.
  - ... Won three blue ribbons. Earned over \$200.
  - ... Fed and walked the pig every day, cleaned the pen, gave the animal shots when it was sick, checked its weight weekly.

### Free Enterprise Class, 1994 (Junior High)

- Sold school supplies such as pencils, pens, paper, notebooks.
- Designed, built, and sold wooden plaques which were popular with teachers.

**Education:** will graduate from high school in June 1999

# Marissa Valenti

5500 Mar Del Vista Drive  
Whittier, California, 90602  
562-123-9876  
Email: MarissaBee@aol.com

Even though her actual work history is limited, Marissa found plenty to say about her skills.

## ***JOB OBJECTIVE***

Seeking a position as a part-time **CASHIER** in a retail environment.

## ***SUMMARY***

- Responsible and reliable; will show up for work as promised.
- Able to deal in a mature manner with problem solving.
- Considerate of people of all ages and personality types.
- Excellent communication and listening skills.
- Quick and eager to learn; able to understand and follow through with directions.
- Proven leadership skills.
- Strong organizational abilities.
- Capable of representing an employer professionally and intelligently.

## ***WORK EXPERIENCE***

Summers of 1996-98: **MEDIA CENTER ASSISTANT**

East Whittier Middle School, Whittier, CA

Assisted librarian in operation of library and media center:

Shelved books. Checked books in/out.

Helped students locate books and materials, and operate computers.

Kept the media center organized.

1996-97 Tutor for Elementary students: community service, International Baccalaureate Program, assisting students with computers, printers, televisions, VCR's.

1995-96 Manager, Food Drive: in charge of all 6th grade classes (approx. 100 students). Appointed because of proven responsibility, organizational skills, and ability to resolve problems.

## ***RELEVANT ACCOMPLISHMENTS***

1996-98 "A" Honor Roll Student: East Whittier Middle School, Whittier, CA

1998 Recipient of: Challenge U Scholarship (General Mills) \$2,000

Dain Raushcer Scholarship \$10,000

1996-98 Participant: national competition "MATH COUNTS", one of four team members.

Computer experience in: Word Perfect, Internet

—Resume written by Jolene Elliot and the Student—

## VALERIE BLAUER

3056 Hillegass Avenue  
Oakland, CA 94611  
(510) 339-3022

Valerie effectively combines  
the specific evidence of her skills with  
an appealing image of a valuable  
team member.

**Job Objective:** Entry position in office services.

### SUMMARY OF QUALIFICATIONS

- Enthusiastic, hardworking, and reliable.
- Willing to learn and accept constructive criticism.
- Highly motivated for career advancement.
- Enjoy contributing to a team effort.
- Help create a pleasant, clean working environment.
- Two years part-time experience in office work.

### OFFICE EXPERIENCE

#### GENERAL OFFICE SKILLS

- As office assistant:
  - Answered phones
  - Made appointments
  - Filed documents
  - Typed correspondence
  - Proofread
  - Ran errands

#### BUSINESS SKILLS

- Entered orders into FileMaker database.
- Made and tracked invoices, ensuring satisfaction and payment.
- Calculated and handled payments by check and cash.
- Filled customer orders for books and software.

#### COMPUTER KNOWLEDGE

- Basic knowledge of Macintosh software (FileMaker, Word).
- Familiar with IBM software (Word).

### EMPLOYMENT HISTORY

1998–present	<b>Office Assistant</b>	Damn Good Resume Service, Oakland, CA
1998–present	<b>Baby-sitter</b>	Witherall House, Oakland, CA
Summer 1998* (*volunteer job)	<b>Animal Care</b>	Children’s Fairy Land, Oakland, CA

### EDUCATION

Skyline High School, Oakland, CA, will graduate June 1998

– Resume written by the student –

## **KATHY Q. WAN**

3334 Hillegass Avenue  
Oakville, CA 94605  
(510) 987-6543

Kathy chose a traditional  
chronological layout, but freely  
combined both paid and unpaid  
work experience.

### **OBJECTIVE**

Peer Counselor with focus on developing a bridge for students of different cultures.

### **SUMMARY**

- Top-notch student experienced in dealing with a wide range of cultures.
- Unique combination of expertise in working with the community and with professional groups.
- Dynamic leader and team-builder, consistently motivating others to succeed.

### **EXPERIENCE AND ACCOMPLISHMENTS**

- 1998–present     **Assistant Counselor** – CENTER FOR NEW AMERICANS, Oakville:  
– Plan and coordinate peer counseling workshops for junior high school students;  
– Cross-cultural translation and interpretation for County Mental Health, and Department of Social Services;  
– Counsel cross-cultural girls between the ages of 12–19 from the New American Girls Program;  
– Recruit girls from different schools for the American Friends Program;  
– Run two peer support groups for teens in the New American Girls Program.
- 1998–present     **President** – FUTURE BUSINESS LEADERS OF AMERICA, Oakville High School Chapter.
- 1997–1998       **Secretary** – FUTURE BUSINESS LEADERS OF AMERICA, Oakville High School Chapter.
- 1997              **Teacher’s Assistant** – OAKVILLE CHILD CARE CENTER, Oakville:  
– Cared for children between the ages of 5 months to 4 years old;  
– Coordinated different types of art sessions.

### **EDUCATION**

Oakville High School, Oakville, CA; currently a Junior, GPA 4.0.

—Resume written by the student—

## ANGELA Q. REDWOOD

R.R. Box 5600  
Morton, MN 56270  
(123) 456-7890

Angela uses much of the space on her resume to present images of her doing work relevant to her job goal and less on images related to student activity. ***This is a crucial feature of an effective student resume.***

**Objective:** Trainee/intern position with a veterinarian, learning the roles and responsibilities of a **veterinary technologist**.

### SUMMARY

- Ranked in top 15 percent in my graduating class, maintaining a 3.5 grade point average throughout high school.
- Mature, responsible, hard-working team member; willing to learn new things
- Worked with animals for many years, and continue to do so.
- Can operate computer programs: Power Point, Microsoft Excel, and Microsoft Word.

### RECENT WORK HISTORY

- July '95 to present      **Farm Worker**, Morton, MN
- Acquired experience in raising and caring for animals.
  - Learned how to take care of and raise cattle, hogs, white-tailed deer, elk, rabbits, ducks, geese, pheasants, cats, and dogs in a farm setting.
  - Helped with dehorning and castration on hogs and cattle.
  - Administered vaccinations.
- 1994 to present      **Seasonal Worker**, ASGROW SEED COMPANY, Redwood Falls, MN
- Worked fall through spring at various tasks indoors, such as sorting, counting, and organizing seed, and harvesting corn and soybeans.
  - Summer full-time work at thinning, weeding, inoculation, pollinating, and miscellaneous clean-up; promoted to position of **supervisor**.
- Spring '98 (3 weeks)      **Veterinary Technician**, REDWOOD VET CLINIC, Redwood Falls, MN
- Observed spay and neuter surgery, along with other surgeries on cats and dogs.
  - Learned many new things about veterinary medicine dealing with anesthetic, prescription drugs, and heartworm testing.
- Spring '98 (4 weeks)1      **Veterinary Technician**, FAIRFAX VETERINARY CLINIC, Fairfax, MN
- Observed neuter and spay surgeries, along with declawing and tooth cleaning procedures, heartworm testing, and pregnancy tests on cattle.
  - Observed methods of anesthetic and vaccination administration.

### EDUCATION

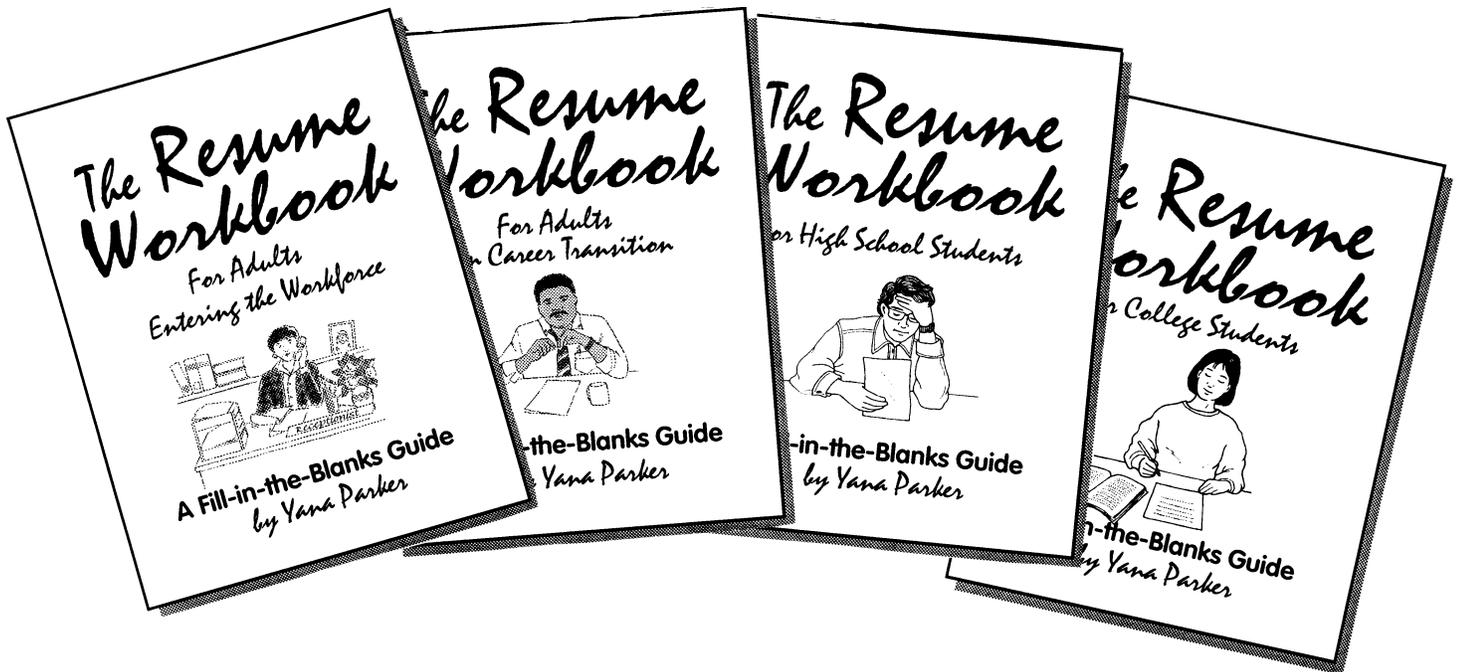
Redwood Valley High School, 1998

*Primary coursework:* • Physical Science • Biology • Chemistry I • Environmental Science  
• Personal & Business Computers • Health • Speech, TV, and Radio  
• Accounting I • Algebra I and II • Geometry

*Achievements:* • Honor Roll, seven semesters.  
• Became supervisor after a year at my seasonal job.  
• Published in school newspaper, Minnesota High School Writer.

*Activities* • Raising animals • School newspaper and yearbook staff • Bloodmobile





# The Resume Workbook<sup>©</sup>

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

Adults Entering the Work force (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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