

Building a Job Search Toolkit
Writing A Resume

Taken from
The Harvard Guide to Careers
by
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WRITING A RESUME

What Is a Resume?

Your resume is an evolving description of your experiences that documents and describes your skills and expertise. Each edition is a presentation designed for a specific audience and a specific purpose. As an outline of your accomplishments, your resume communicates your qualifications for employment.

The purpose of a resume is to introduce yourself to prospective employers. The objective is to present your skills and expertise clearly and succinctly so that the employer will want to interview you. The resume is also a record of your name, address, telephone number, and pertinent information, which you can leave with potential employers and which you can give to members of your network. You should always have an up-to-date edition of your resume, but you should reconsider its format and content anytime you undertake a new search.

The particular mix of qualifications that an employer is seeking will depend on the job to be filled. The more you know about what the employer is looking for, the better you can tailor your presentation so that it describes your most relevant skills and knowledge in language that the employer understands.

Your resume should communicate your general qualifications as well as your specific skills. In preparing descriptions of your academic achievements, student activities, and employment, make certain that you document your general skills, such as your ability to

- learn quickly
- adapt to new environments
- research, analyze, and solve problems
- initiate and develop new programs
- work collaboratively
- lead a team
- follow instructions
- use time efficiently
- deal with ambiguity
- make decisions
- communicate effectively
- meet deadlines

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Employers who have a job that they want done look for people who are enthusiastic, energetic, reliable, mature, productive, perceptive, intelligent, persistent, conscientious, and ambitious. Wouldn't you?

Preparing to Write Your Resume

Your resume should be designed for two types of reading: someone scanning your resume should glean your academic degrees, job titles, special experiences, or skills; someone reading your resume should learn valuable information about your achievements and gain an impression of your competencies and personal qualities.

Developing a good resume is a challenging task. The best resumes are usually a product of many drafts. Start by writing a comprehensive outline of all the experiences and information you might want to include. Use this outline as a reference while you experiment with a variety of formats and styles. Then select the most pertinent information from the outline and organize it so that the most important items stand out.

In order to develop a resume that communicates your qualifications, you need to understand what employers are seeking. Identify several prospective employers and find out what skills and knowledge they are looking for. Reading occupational and company literature gives you a good introduction to this information, but visiting a person at work so you can observe the functions, pace, interpersonal relationships, and work environment will allow you to assess firsthand what qualifications are most important.

Ask several different people to read and comment on drafts of your resume. Friends can tell you whether they think you have succeeded in communicating your strengths. Advisers can comment on the impression your resume makes and what they learn about you from it. When you interview career advisers to learn about occupations and gather job-hunting advice, ask them to critique your resume for its appropriateness to their field.

Career counselors can also help you identify what employers are looking for and what you have to offer. When you meet with a counselor, bring a draft or drafts of your resume and the comprehensive outline from which you have worked. This will make it easier for the counselor to help you design a presentation that communicates your qualifications effectively. If you don't have directly related experience, your career

counselor can help you analyze the relevant skills that you have developed in your activities and work experiences and describe those skills in words that the employer will understand.

Professional resume-writing services will develop your resume for a fee, but they will not produce a resume that is a personal reflection of your experience and uniquely yours. Most of these services use a small number of standard formats and styles. Your resume will look like hundreds of other peoples' resumes and the employer will probably recognize that it is not your own work.

The following guidelines are distilled from many consultations about resumes with students, job hunters, and employers. Please read them carefully and then start experimenting with different formats and styles for your presentation.

Types of Resumes

The format that you choose for your resume should be the one which you think best communicates your qualifications. There are three basic types of resumes: chronological, functional/chronological, and functional.

The **chronological resume** presents information in reverse chronological order under each category, i.e., Education, Work Experience, Activities. For example, under Education you would list your latest academic degree or degree-in-progress first, then other degrees received previously, or study at other universities such as study abroad, and, finally, your secondary school, if relevant. Likewise, under Experience you would list your current or most recent job first and continue in reverse chronological order, listing both your summer and term-time work and volunteer experiences. For consistency's sake, entries under additional sections such as Activities or Travel should also list the most recent experience first.

Some chronological resumes list the dates of each experience in the left margin. This is not required; dates can be listed anywhere. In fact, the left margin is prime space that can often be used more effectively to focus attention on job titles or places of employment, as in several of the sample resumes that follow. You can also attract the attention of the reader to the jobs or activities that you think are most relevant by writing a longer description of your responsibilities and accomplishments in them.

The chronological resume is the most common form of resume,

especially for young people. Many employers prefer it because it catalogues work-related experiences in a straightforward fashion. At a glance, the employer learns your educational background, what you have done each summer, and what activities and work you have engaged in during each academic year.

The **functional/chronological** resume can be very effective in presenting specific career-related skills and achievements. For example, if you are applying to jobs in journalism, you could title a section “Journalism Experience.” In this section you would list in reverse chronological order both paid and unpaid work and activities in which you have developed skills related to journalism. One entry might be “Editor, *The College Daily* — Covered all breaking news about faculty business. Met weekly with the Dean of the Faculty and attended all faculty meetings.” Another entry might be “Reporter, *The Hometown Weekly* — Researched and wrote news stories as a summer replacement. Researched and wrote feature stories on the local toxic waste dump and summer youth recreation programs.” Other functional categories that you might use include public relations, writing, research, teaching, leadership, management, computers, etc.

The entries within each section should be listed in reverse chronological order. Some positions might be listed in more than one section; for example, you might describe the teaching aspects of the position of Waterfront Director at a camp under the Teaching section, and the managerial/supervising aspects in a section presenting those skills. Overuse of double entries on this type of resume can seem very redundant. But when carried out successfully, the functional/chronological resume organizes the information that is most important to the employer and communicates that the applicant knows what types of skills he values.

The third type of resume, the **functional resume**, is more frequently used by midcareer people who are interested in changing careers. The first part of the resume lists accomplishments and/or qualifications in short, action-oriented statements which are usually highlighted with a bullet or asterisk. The second part provides a summary of the applicant’s work history with dates, names of employers, and job titles. Sometimes a very impressive list of achievements, documented with information such as size of budget, number of employees, volume of sales, etc., can be extracted from years of work in a variety of jobs and presented in the functional part of the resume.

One difficulty with this type of resume is that, in order to assess the value or relevance of an accomplishment or activity, an employer may want to know the context in which it occurred. Therefore, it is important that you indicate the position with which each accomplishment is connected.

A fourth variation sometimes used by persons who are concerned about their age is to remove all the dates from their resumes. The dateless resume seems to bring out the Sherlock Holmes in many employers; their search for a clue that would indicate the applicant’s age can distract them from appreciating his qualifications.

Electronic Resume

To facilitate their applicant tracking system, some employers now use a document scanner to “read” resumes into an electronic file. This computerized resume file can then be searched electronically to identify resumes that have words and phrases that indicate the candidate has the experience and the skills required for the current job opening. To find out whether an employer has an electronic tracking system, call the human resources department. If you learn that they are using electronic processing, ask for advice in the preparation of your electronic resume.

If your resume is going to be scanned into a computer and processed electronically, you should prepare a special version of it. The following guidelines also apply to resumes that are submitted via e-mail or the web. To ensure a high level of accuracy during the scanning and searching processes, your **electronic resume** should be plain in appearance, following these guidelines:

- Use a font size of 10-14 points.
- Use a popular typeface; sans serif is preferred.
- Remove all underlining, italics, script, and boldface.
- Use light-colored paper and black ink.
- Use relevant keywords (industry jargon) to describe your skills and experience. Insofar as you have the qualifications mentioned in the job description, use the same vocabulary in your resume.
- Avoid using abbreviations except very common ones such as degrees (AB, PhD) and states (MA, NY).
- Use a traditional resume structure; avoid graphics.
- Do not staple or fold your resume.
- Always send an original copy.

For a more complete discussion of the electronic resume, see the book *Electronic Resume Revolution* (OCS Reception, Shelf 5). The authors report that the keywords currently used by software programs to sort resumes are in noun form. This requires that you list your functions, accomplishments, and personal traits as nouns rather than as the action phrases recommended for paper resumes. Some employers report, however, that their software will search for keywords as nouns, verbs, or adjectives. It would be wise to ask members of your network about the current usage of computer processing of resumes in your targeted industry.

The electronic resume does not replace your regular resume. It is intended solely for scanning. When applying for employment, send copies of both your regular resume and electronic resume to the human resources department. When you write to other executives in the firm or go to interviews, always use your regular resume.

Format

Most employers prefer a one-page resume. This preference is particularly strong in business. Employers in education, public service, and human services do not have as strong a preference for a one-page resume, although all employers want a well-organized and concise presentation of the most relevant information about you.

Remember that a resume is an example of your work. If you claim that you have organizational skills and the ability to communicate clearly and concisely, your resume should exemplify those traits.

Resume preparation requires careful thought and discipline. You must make judgments about what is most important and allot space accordingly. Descriptions of jobs and accomplishments must be brief and listings of activities selective. If you decide you cannot fit your resume on one page, try to arrange it so that the most important information is on the first page. Certain information that is often included in longer resumes, such as a list of publications or references, may be presented separately as attachments if you decide they are important to your application. Other attachments may include an annotated transcript, clippings, writing samples, a portfolio, and letters of recommendation.

As you experiment with different formats for your resume, make

purposeful use of capitals, boldface, positioning, and spacing for emphasis and clarity. It is recommended that you **avoid using italics, underlining, and unusual fonts** because the resume may become less readable when copied or sent by fax.

You have many styles and sizes of type from which to choose. Choose one style to use throughout. Serif fonts are the easiest to read and therefore are usually preferred. Beware of using very small type. Anyone who has hundreds of resumes to read may pass right over a resume that is in very fine print or is very crowded.

White or ecru paper is preferred, and you should purchase matching envelopes and paper for your cover letters. Do not try to dazzle your potential employer by using brightly colored paper. It will overshadow your message and is very likely to land in the circular file.

Style

Style also communicates a message. Phrases with action verbs such as, "Designed data collection system. Analyzed data and prepared sixty-page report," give an efficient, goal-oriented impression. For some individuals, however, the flow of complete sentences is more suitable. Whichever style you choose, **be consistent**. Use the same sentence structure and format in every description.

The appearance of your resume also makes a strong impression. It should be neat, attractive, and easy to read. Graphically, your resume should not look crowded and should have one-inch margins on all four sides. Accuracy in use of language, information, and spelling is very important. Check and double-check to make sure there are absolutely no errors, typos, or misspelled words. Employers report that they usually discard a resume when they find a misspelled word.

Content

It is expected that your resume will contain your name, address, telephone number, and information about your education and work experience. Other sections, titles, and arrangements are at your discretion.

Education and experience are usually presented in reverse chronological order. Within this structure you should give the most space to the

most important experience. For example, the work experience that is most relevant to the job you are seeking or that demonstrates a skill valued in your chosen field should have the longest and most comprehensive description, as this will attract the reader's attention.

The discussion below is general advice. Remember that your resume should be designed to give the best presentation of your skills, expertise, and personal qualifications.

Name, Address, and Telephone. This is the most important information on the resume. Be sure this information is accurate so that employers can contact you! Usually it is centered and in capital letters at the top of the page. If you must give a temporary (school) address and home address, place your name at the top center and the addresses to the left and right. If you have an e-mail address and/or a fax number, list them under your telephone number. It is not advisable to put your name in the upper left corner, as it will be obscured when a pile of resumes are clipped together.

Education. If you are a student or have recently completed an academic degree, it is best to put this section first. List your college or university degree or expected degree and date, concentration, subject of senior honors thesis (if written), and electives that are relevant to the type of employment you are seeking. Include selected honors if you have received recognition for outstanding academic work, but do not list your grade point average and SAT scores unless requested by the employer. Ph.D. students should list their department, area of interest, relevant electives, and selected honors. The dissertation topic may be included if it is of related interest.

If you have committed a lot of time to paid work during the academic year, you may want to insert a phrase such as "Worked 20 hours a week to help defray the cost of my education" in the Education section or at the end of the resume in a Personal section.

If you have studied abroad for one or two terms during the academic year or a summer, list that after your college. It does not matter whether you received graduation credit for your academic work abroad.

The secondary school is usually listed on undergraduate resumes. If you went to public high school, listing your secondary school tells employers where you are from. If you went to private school, listing your school may enable you to tap into an alumni network. Space devoted to

honors and/or activities should depend on their contribution to the total message of your resume.

Work Experience. This section, which is usually the largest section, can be called Work Experience or Experience and will usually include all experience, paid and unpaid, and extracurricular activities that have given you the opportunity to develop the skills and qualifications that employers seek. You may mix paid and unpaid, part-time and full-time positions, but you should note in some way what the time commitment for each one was. Your experiences should be listed in reverse chronological order, drawing attention to your most important experience by the length of the description. For some people it is effective to list experience by career-related functions in order to highlight the quantity and quality of relevant experiences in the targeted field, such as public relations, journalism, or whatever.

The job title and organization should be listed prominently, but how you list them depends on what you wish to emphasize. If you were an intern, the job title of intern gives the reader little information, so you may want to create a functional title, such as research assistant or administrative assistant. If you were promoted to positions of greater responsibility in one organization over successive years or summers, make only one entry for that employer and list and describe each position, with the most responsible job title first. If your title has stayed the same, but you have completed increasingly complicated projects, you may want to describe your projects.

Under each listing, write a concise description of the functions you performed and the goals you achieved, using the vocabulary of the industry to which you are applying. Describe first the function that was most challenging and interesting, not necessarily the one at which you spent most of your time. Use action verbs such as those on the list at the end of this section to describe your accomplishments, and use numbers to communicate the magnitude of your achievements. Examples include the following:

- managed a \$10,000 budget
- sold 20% more space than any other summer employee each month
- supervised installation of new computer system, adapted software, and trained 10 staff users
- recruited, trained, and supervised 25 volunteer tutors

- raised \$5,000 to pay for new tutoring materials
- prepared for publication a 200-page report on toxic waste
- made all arrangements for performances, transportation, and living accommodations for the Glee Club's six-week tour in Europe
- practiced four hours a day with the soccer team during fall term

Avoid the expression "Responsible for ____"; this does not communicate that the tasks described were completed.

Listing the name of a reference person with each job is not necessary. If an employer wants letters of reference, he will ask for them. Most employers wait until they have narrowed the search to two or three candidates, and then they will ask you to provide telephone references—names of references whom the employer can call. Whenever you give the names of your references to an employer, be sure that you let them know that they might be receiving a call so that you can describe to them the position for which you are a candidate.

Activities. College activities can be listed and described under Experience, Activities, or most briefly under Personal Background, depending on how much emphasis and space you want to give them. If you have held leadership positions, initiated new programs, raised funds, sold advertising space, managed a large budget, or held any positions that have enabled you to develop employment-related skills, be sure you describe them. The activities you have chosen to participate in and the responsibilities you have carried out in each activity tell the employer something about what you like to do.

Always explain for the reader what the organization is, for example, "The Independent, a weekly news magazine" or "House Committee, student government in my residential unit of 350 students." If an organization has an acronym, write out the name of the organization the first time you mention it, with the acronym in parentheses.

Language Skills. Make a separate category to list language and computer skills. If you are a native speaker or fluent in the language, say so. If not, listing the number of years of study of the language in college is a good indicator of your proficiency. Other adjectives that are used include proficient, conversational, and spoken, but what level of ability

each of these denotes is unclear. If you claim any of these, be prepared to be expected to converse in the language during your interview.

Computer Skills. These may be described with languages under the title Skills or may be listed separately. It is wise to indicate whether you have worked in an IBM or a Mac environment and to list some of the software programs you have used. If you are a computer programmer, describe your level of proficiency.

Travel. Experience traveling, working, or studying abroad should be mentioned on any resume either in a separate section or under Personal Background because it documents your ability to adjust to different cultures. If you are applying for work that is international, you should describe your foreign experience in detail.

Interests. Save at least one line for a list of avocational interests such as "reading science fiction, playing guitar, choral singing, and running." Even a brief list rounds out what you have told the reader about yourself and may establish an initial bond of common interest with an interviewer.

Personal Background. On a one-page resume you have had to leave out a great deal. This section may be used to mention information that you also consider important: "To help pay college expenses have worked every term delivering newspapers, washing dishes, bartending, driving a shuttle bus," "Lived in a small town in Ohio until I came to Harvard," "Born and grew up in New York City." (Where you spent your youth may be an important message to the employer.) Or, if you were born in another country, you might want to say, "Born and lived in Vietnam until I was twelve." Or, you might want to have a line about travel and a line about interests. If your address or place of birth raises any question about your citizenship or visa status, you should state what it is.

As you see in the samples in the following section, you do not want to have too many sections on your resume because they take up space and may segment the message too much.

Job Objective. The cover letter is the preferred place to state your job objective. This allows you to tailor it to each job application and to highlight and expand on relevant information from the resume. Only if you

have a clearly defined employment goal should you write a job objective on the resume.

Summary of Qualifications. If you have some years of work experience, you may decide that you can communicate your qualifications best by leading off your resume with a list of your skills and expertise. Some Ph.D.'s who wanted to clarify their translatable skills for a nonacademic position have used this format effectively, as illustrated in the sample resume on page 29. A chronological work history may be included.

Action Words. This list may help you describe your accomplishments in your paid and unpaid work experiences.

Accelerated	Formed	Reduced
Accomplished	Formulated	Renegotiated
Achieved	Founded	Reorganized
Acted	Generated	Reported
Added	Guided	Represented
Administered	Halved	Researched
Advised	Headed	Resolved
Analyzed	Hired	Reversed
Appointed	Identified	Reviewed
Arranged	Implemented	Revised
Assembled	Improved	Scheduled
Assessed	Improvvised	Selected
Audited	Increased	Served
Averted	Initiated	Settled
Bought	Inspected	Shaped
Broadened	Instituted	Simplified
Built	Instructed	Sold
Centralized	Interviewed	Solved
Changed	Introduced	Staffed
Clarified	Invented	Started
Classified	Launched	Stimulated
Collaborated	Lectured	Strengthened
Competed	Led	Stretched
Compiled	Located	Structured
Composed	Maintained	Studied
Conducted	Managed	Summarized

Action Words Continued

Computed	Marketed	Supervised
Conceived	Mediated	Supported
Concluded	Minimized	Surpassed
Constructed	Monitored	Surveyed
Controlled	Motivated	Synthesized
Coordinated	Negotiated	Taught
Counseled	Operated	Terminated
Created	Organized	Tested
Defined	Originated	Tightened
Delivered	Participated	Traced
Demonstrated	Performed	Trained
Designed	Persuaded	Translated
Determined	Planned	Trimmed
Developed	Predicted	Tripled
Doubled	Prepared	Uncovered
Earned	Prevented	Unified
Edited	Processed	Unraveled
Eliminated	Programmed	Utilized
Employed	Promoted	Verbalized
Established	Proposed	Verified
Evaluated	Proved	Visualized
Examined	Provided	Widened
Executed	Published	Withdrew
Expanded	Purchased	Won
Expedited	Recommended	Worked
Fabricated	Recruited	Wrote
Followed	Redesigned	

Sample Resumes

The following sample resumes are fictionalized. They have been selected to represent a variety of formats and styles. We hope they will help you decide how you want to organize information, create emphasis, and describe your accomplishments. However, you should remember that your resume is a personal document. Develop a format and a style that best communicates your attributes for the job you seek.

Timothy A. Stern
stem3@fas.harvard.edu

school address:
353 Leverett Mail Center
Cambridge, MA 02138-6034
(617) 493-1808

home address:
8712 Southwest Avenue
Philadelphia, PA 19115
(215) 585-8122

Education

HARVARD UNIVERSITY

A.B. with honors expected in History and Economics in 2003. Named Winthrop Scholar for "outstanding qualities of leadership, as expressed by academic excellence, great athletic ability and performance, or extraordinary gifts in entrepreneurship, music, or the arts."

Experience

BUSINESS MANAGEMENT

* Assistant Manager of HSA Cleaners, an agency with annual revenue of \$300,000 and profits of \$90,000. Supervised all activities required to run a linen/laundry/dry cleaning business including: inventory control, sales, distribution, customer service, budgeting and accounting, advertising, quality control evaluation and implementation, contract negotiation, and interviewing, hiring, and training a staff of 10 employees.

VENTURE CAPITAL

* Intern for Strategic Capital Resources. Conducted market and tax code research. Identified and maintained personal contact with potential clients. Provided general assistance in writing business plans and offering memoranda. Assisted in the process of preparing businesses for expansion phases prior to initial public offerings.

ORGANIZATIONAL TEAM BUILDING

* Forged positive and productive liaison between management and personnel at HSA Linen.
* As a leader in the Freshman Outdoor Program, underwent extensive group dynamics training to assist in creating a cohesive bond among 8 incoming freshmen while leading a weeklong wilderness backpacking trip.
* Trained in leadership skills with Navy Reserve Officer Training Corps. Led NROTC human resources committee.
* As a Senior Leader in Boy Scouts of America, planned and executed weekly meetings, weekend outings, and training workshops for 4 years. Trained, evaluated, and counseled over 100 younger scouts.
* Earned the rank of Eagle Scout. Took command of 3 major community service projects. Coordinated with local organizations to raise funding and supplies. Planned project and supervised volunteers. Built erosion control system at C&O Canal National Historical Park as Eagle project.

TECHNICAL SKILLS

* Proficient in use of Quattro and Excel spreadsheets, WordPerfect and Microsoft Word word processing, Mac Draw graphics, and Platinum and Paradox databases.
* Provided professional service to top scientists by producing timely data analyses and graphic displays for Department of Defense physics laboratory. Co-authored report for use at the Pentagon.

Employment History

Strategic Capital Resources, Boston, MA (9/2000-present)
Intern/Market Researcher

Harvard Student Agencies, Harvard University (2/2000-2/2001)
Assistant Manager of Linen

Career Orientation and Training for Midshipmen, Norfolk, VA (summer 2000)
NROTC summer service obligation

David Taylor Research Center, Carderock, MD (summer 1999)
Research Assistant/Data Analyst/Department of Defense Report Co-Author

Extracurricular Interests: play forward for Harvard Rugby Football Club; enjoy playing guitar and song writing; attend Harvard Memorial Church; enjoy backpacking and hiking.

Comments: Timothy Stern has chosen to use a functional resume to organize the skills that he has developed through his work experiences and his activities. Note that he provides an employment history.

CECIL WANG

243 Adams Mail Center
Harvard University
Cambridge, MA 02138-5004
(617) 493-4067

Harvard Student Agencies, Inc.
53A Church Street
Cambridge, MA 02138
cwang@fas.harvard.edu

Education

HARVARD UNIVERSITY

Cambridge, MA
A.B. in History and Science expected in 2003. Harvard College Scholarship for academic achievement. Dean's List. Coursework: American History, Biology, Chemistry, Economics, English, European History, Math, Philosophy, Physics, Social Studies. Worked over 20 hours per week every semester to defray cost of education.

ERIC HAMBER SECONDARY

Vancouver, BC
Class of '99 Valedictorian. Governor General Medal for superior achievement by state government. Whittaker Scholarship for top student in graduating class. National Merit Finalist. Head Coach of city champion junior varsity volleyball and badminton teams.

Work Experience

Manager

HARVARD STUDENT AGENCIES

Cambridge, MA
In charge of the linen agency of the largest student-run organization in the world. Managed every aspect of the business from marketing, sales, and financial operations to inventory, distribution, and personnel. Generated \$300,000 in revenue and \$90,000 in net profit. Fall 2001 - present.

Operations Manager

EMPLOYMENT SOLUTIONS

Cambridge, MA
Supervised the Human Resource Managers and assessed their progress in placing over 600 students into job opportunities in the Harvard Dining Services. Restructured the placement process to increase yield by 25%. Fall 2001.

Business Specialist

PWA CANADIAN AIRLINES

Richmond, BC
Researched file transfer systems for Technology Services division, increasing efficiency by 20%. Interviewed 30 candidates for Computer Consultant positions. Published weekly hardware and software review in journal. Summer 2000.

Telephone Operator

NATIONAL PAGETTE

Vancouver, BC
Handled messages, processed data, and updated records for 200 clients. Spring 2000.

Activities

Business Editor

Harvard Crimson Business Department. Concentrated in advertising and sales. Sold 50% more ads than peers. Developed weekly *Gourmet Guide* restaurant feature. Spring 2001 - Fall 2002.

Prefect

Harvard Prefecting Program. Supervised and advised resident freshmen.

Editor

Harvard Computer Review. Wrote reviews of hardware and software monthly.

Public Relations Officer

Asian American Association. Organized publicity for events and planned staff meetings. Designed, coordinated, and distributed monthly newsletters. Provided liaison between AAA and the Harvard Community.

Skills/Personal

Languages

Mandarin (fluent) and French (conversational).

Computers

IBM PC and MAC. Familiar with assorted word processing and database software.

Interests

Astronomy, chess, crew, dragon boats, horse racing, photography, and psychology.

Comments: By listing his job titles and leadership positions in the left margin, Cecil Wang highlights his management and leadership experience. Under Education, he lets us know that he attended high school in Canada, but he should also have indicated his citizenship status because that is important information to employers.

DONALD ALLEN BICKELL

456 Eliot Mail Center
Cambridge, MA 02138-6113
(617) 493-4433
bickell@fas.harvard.edu

Home Address:
2756 Elmwood Drive
St. Louis, MO 63146-3615
(314) 555-9587

EDUCATION

HARVARD COLLEGE

Cambridge, MA
Honors Double BA in Physics and Astrophysics expected in June '03. Received *summa cum laude* on senior thesis and won Goldberg Prize for Best Astronomy Thesis. Dean's List. Ford Fellowship '02-'03. Astro GPA 3.72, overall GPA 3.30.

PARKWAY NORTH SENIOR HIGH SCHOOL

St. Louis, MO
Class of 1999. Valedictorian, GPA 4.625 out of 4.0. National Merit Scholar. President, National Honor Society and Mu Alpha Theta. Varsity Track and Cross Country. Placed 1st in nation in National Math League, '99.

WORK EXPERIENCE

PROJECT CONSULTANT

Harvard College Observatory
Summer '01-present Cambridge, MA
Developed and coded original idea for algorithm maximizing efficiency in positioning fibers of multifiber spectrograph for Professor Margaret Geller. This system will be used at the converted Multiple Mirror Telescope in Arizona. Used system to find most efficient design parameters for spectrograph being developed by Dan Fabricant.

STUDENT OBSERVER

Harvard College Observatory
Fall-Spring '02-'03 Cambridge, MA
Controlled operation of 1.2m radio telescope. Performed observation of CO in M31. Maintained and calibrated computer-controlled telescope. Replaced liquid helium and nitrogen. Supported data manipulation software.

TEACHING FELLOW

Harvard Engineering Sciences Department
Spring '02 Cambridge, MA
Led students as TF for Professor Roger Brockett's ES51: A CAD Approach to Engineering. Conducted laboratory exercises with students. Helped students understand the course material. Graded homework and tests.

COURSEWORK AND COMPUTER SKILLS

ASTROPHYSICS - PHYSICS

Radiative Processes in Modern Astrophysics, Solar System Dynamics, Galactic Structure and Dynamics, Stellar Structure and Evolution, Elementary Cosmology, Electricity and Magnetism, Special Relativity, Wave Phenomena, Quantum Mechanics, Mechanics, Statistical Mechanics and Thermodynamics, Astronomy Lab.

MATH AND RELATED STUDIES

Multivariable Calculus, Linear Algebra, Functions of Complex Variables, Linear, Ordinary and Partial Differential Equations, Calculus of Variations, Seminar on Chaos Theory, CAD Approach to Engineering, Vision and Brain.

COMPUTER KNOWLEDGE

Fluent in C, Pascal, Basic and GKS. Familiar with Fortran. Experienced with UNIX and VMS.

ACTIVITIES

HARVARD COLLEGE: Faculty-Undergraduate Concentration Committee, Professor Ramsh Narayan, *Fall '02-Spring '03*, Treasurer, SAM Lambda Chapter, *Sept '01-Sept '02*.
PERSONAL: Enjoy lifting weights, playing roller hockey, and rooting for the St. Louis Blues.

Comments: Because his preparation in math, physics, and astrophysics will probably be important to his potential employers, Donald Bickell has listed his courses and his computer programming skills in a separate section. Under Work Experience, he describes specific accomplishments on each job.

MARCUS BURGESS

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Education

HARVARD UNIVERSITY

Cambridge, MA
AB with Honors in Government expected in June 2003. Focus on international relations and public policy. Awarded Harvard College Scholarship for academic achievement. Dean's List. 30 hr/wk year-round tennis commitment.

NEEDHAM BROUGHTON HIGH SCHOOL

Raleigh, NC
Graduated with a 4.25 GPA on a 4.0 scale. Top 4% in class of 500. Academic All-American, junior and senior years. Captain of tennis team, junior and senior years.

Experience

Professional Tennis Tours	UNITED STATES TENNIS ASSOCIATION	MI, KY
	Competed in the 2001 U.S. Open. Competed in a professional satellite circuit. Summer 2002.	

Fund Raiser	FRIENDS OF HARVARD TENNIS & SQUASH	Cambridge, MA
	Organized phonathon. Raised \$12,000 for the Harvard Tennis and Squash Program. Led member-guest tennis tournament. Raised \$5,000 for the Tennis Program and the Jimmy Fund. 2002-03.	

Teacher	HARVARD PROGRAM FOR INTERNATIONAL EDUCATION	Dorchester, MA
	Taught international relations to an eleventh grade AP History class at Bridgewater High School. Spring 2002. Taught U.S. relations with Latin America to an eighth grade class at Thompson Middle School. Fall 2002.	

Tennis Instructor	RALEIGH RACQUET CLUB	Raleigh, NC
	Taught beginners, ages 4-10, Summers 1998-2002. Served as practice partner/traveling mentor for national and international level players, 2000-2002. Assistant to the Director. Designed program for junior and advanced player development, 2001-02.	

Activities

Team Captain 2002-03	HARVARD VARSITY TENNIS TEAM
	Played #1 singles on 2002-03 IVY/ECAC Championship Team. Eastern Region All-Star Team, 2003. Selected to compete in the Prentice Cup, one of six players from Harvard and Yale competing against team selected from Oxford and Cambridge, June 2003.

AMATEUR TENNIS

National Amateur Champion, 2001. North Carolina High School State Champion, 1998-99. Featured in *Sports Illustrated* "Faces in the Crowd," 1999. Selected to Prince High School All-American Team, 1998-99.

Personal	Working knowledge of WordPerfect, Microsoft Word, and Spanish.
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Comments: Marcus Burgess has devoted most of his time, summer and winter, to competitive tennis. Because he now wants a job in the business world, he has designed his resume to emphasize the variety of experiences he has had within the tennis world. He does not hide his achievement of winning the National Amateur Championship, however, because employers in any field will respect that as a significant achievement.

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Education

HARVARD UNIVERSITY

Cambridge, MA
Bachelor of Arts in Government (with honors) expected June 2003.
John Harvard and Harvard College Scholarships for academic distinction. Dean's List all semesters. Coursework includes economics, political philosophy, Russian history, ancient and modern law, and Elizabethan literature.
President, Harvard Students for a Free Society; Staff writer and editor, *Harvard Salient*; Harvard Rugby Football Club.

STUYVESANT HIGH SCHOOL

New York, NY
Graduated with highest honors, June 1999.
Principal's Scholar, National Merit Finalist, Webster Thierry U.S. History Award, Adopt-a-Child Program, Varsity Basketball.

Experience

DEAN WITTER, DISCOVER & CO.

New York, NY
Equity Division Summer Intern. Gained exposure to all aspects of equity operations, including: receiving reports and making inquiries for traders on institutional desk, reviewing financial statements of utilities for Senior Analyst report, and performing clerk functions on NYSE and AMEX floors. Summer 2002.

HARVARD LAW REVIEW

Cambridge, MA
Assistant to the Managing Editor. Manage coordination of research materials for leading law review. Reorganized and improved record-keeping system to cut research-related costs. Perform legal research and other related tasks. 15 hrs./wk. Fall 2001-Present.

NATIONAL TAXPAYERS UNION

Washington, DC
Legislative Analyst and Charles G. Koch Foundation Summer Fellow. Researched Senate franking practices to determine their effects on taxpayers and elections. Analyzed campaign proposals and participated in lobbying Congress. Uncovered waste and abuse in federal mandate system. Assembled anecdotes and wrote contributions for CEO's speeches. Studied debates over Balanced Budget Amendment and composed a quantitative analysis of positions on the issue in order to target potential supporters. Summer 2001.

HARVARD REPUBLICAN CLUB

Cambridge, MA
Vice President. Managed day-to-day activities of Harvard's oldest and largest political organization. Recruited over 100 new members, designed publicity system for events, coordinated guest speakers, and participated in public speeches and debates. Fund-raising effort eliminated budget deficit and created \$3,000 surplus. 20 hrs./wk. 2000-01.

STACEY'S BOOKSTORE

San Francisco, CA
Assistant Bookseller. Ran 12-line phone system, took orders, handled customer inquiries, and managed large orders in receiving at high-volume trade bookstore. Summer 2000.

Activities and Interests

Political Campaigns: Campus Coordinator, Committee to Re-Elect Frank Duehay, Cambridge City Council race - 1999, 2001; Volunteer, Democratic National Committee Victory Fund '98; Ward Treasurer, Cambridge Republican City Committee, 2001-present.

Awards: Outstanding Young American, NTU Foundation, 2002; Student Publication Award, Leadership Institute, 2001; Institute for Humane Studies Fellowship recipient, 2003.

Activities: PADI certified SCUBA diver. Finisher, 2003 Boston Marathon. Enjoy basketball, skiing, tennis, and golf.

Comments: Matthew Cales has chosen to give greater emphasis to the employers for whom he worked than to his job titles. His rationale for listing college activities in three different sections is not clear and may dilute his message. For example, if he is applying for Republican political jobs, he could strengthen his presentation by grouping his Republican activities and the *Salient* in one section, "Political Experience."

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EDUCATION

Harvard College, Cambridge, MA. A.B. degree with honors in Social Studies expected 2003. Coursework in international development, African history, history of socialism, and social and political theory. Student Representative, Social Studies Curriculum Review Board. Harvard National Scholar (awarded to top 5 percent of entering class). John Harvard Scholarship for academic distinction. Dean's List.

Rotary Youth Exchange, Diocesan College, Cape Town, South Africa. High school cultural exchange program. Examined political and economic situations, formally and informally. 1997-98.

Worcester Central School, Worcester, NY. Student Council President. Yearbook Editor-in-Chief. Hugh O'Brian Youth Foundation, selected to represent New York at International Leadership Seminar. Semifinalist, "Jeopardy!" Teen Tournament (one of 15 contestants chosen from nearly 10,000 entrants). 1995-99.

EMPLOYMENT AND ACTIVITIES

Let's Go, Inc., Managing Editor. Recruited, hired, and managed a staff of 8 editors and 30 researcher-writers. Significant experience researching, writing, and editing. Completed final edit of over 2,400 pages of text, including *Let's Go: Europe*, the world's best-selling travel guide. Contributed to long-range plans for the organization. Served as a researcher-writer in eastern Germany for 5 weeks in summer of 2001, researching, writing, and editing chapters on Saxony and Thuringia. 2001-03.

WorldTeach, Harvard Institute for International Development, Assistant to the Director. Assist with recruitment and placement of volunteer teachers in WorldTeach's Russia Program. Train new employees. Research and prepare current news articles and social information for two 50-page educational readers. 2000-present.

Northfield Mount Hermon Summer School, Teaching Fellow. Assisted a teacher of English as a Second Language. Independently planned and taught a workshop in Word Processing and Computer Skills. Supervised recreational tennis. Served as academic and personal adviser to 20 students. Summer 2002.

Harvard Model Congress Europe, Executive Assistant. Worked closely with 15 other students to plan and conduct a simulation of the United States Congress for European high school students. Directed publication of conference newspaper using desktop publishing techniques. 2002-03.

Harvard International Review, Special Features Editor. Executive Board position. Researched, solicited authors, and edited approximately one-fifth of the magazine. Directly supervised 3 to 5 research assistants. Prepared and conducted interview with Jeffrey Sachs. Authored pieces on informal economic structures in developing countries and East European nuclear technology, and book reviews on international relations theory. Also served as Special Projects Manager; participated in circulation and publicity projects and evaluated unsolicited manuscripts. 2000-02.

City of Cambridge, Assistant Registrar. Registered local residents and led registration and nonpartisan voter education campaigns. 2001-02.

RELATED SKILLS

Computer: Macintosh Microsoft Word, Microsoft Works, Excel, PageMaker, and Simply Accounting. NeXTWrite Now and Frame Maker. IBM WordPerfect and Windows.
Typing: 70 words per minute.
Travel: Throughout Western Europe, North America, and Southern Africa.
Languages: Fluent in English, proficient in German, Afrikaans, Dutch, and French.

Comments: Charles Cestari is interested in a position in an international organization. In planning his resume, he has mixed Employment and Activities in the center section in order to give maximum emphasis to his international experiences. The outline form of the Related Skills section communicates a lot of information efficiently.

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Education

HARVARD UNIVERSITY Cambridge, MA
A.B. honors degree in Economics, expected June 2003. Dean's List. Elizabeth Cary Agassiz Certificate of Merit. Currently writing an honors thesis in health care economics. Coursework includes: the strategic management of technological innovation, applied linear regression analysis, microeconomics, macroeconomics, multivariable calculus, linear algebra, public finance, international trade economics, and extensive coursework in biochemistry and biology.

HENRY M. GUNN HIGH SCHOOL Palo Alto, CA
Graduated fifth in a class of 286. National Merit Scholar. Won national awards in Future Business Leaders of America competitions in information processing and office procedures. Won national honors in piano performance and Latin prose and poetry. Won state awards in biology and general sciences. Future Business Leaders of America chapter president. Peer tutor. Youth symphony member.

Experience and College Activities

PROJECT HOPE Washington, DC
Center for Health Affairs Intern. Worked on several ongoing projects at a major health policy research center (Summer 2002).

- Participated in the development of the questionnaire for the Robert Wood Johnson Foundation's National Access to Care Survey.
- Wrote summary report for the Survey of State Regulation of Physician Office Equipment.
- Worked extensively with spreadsheets to perform a variety of tasks, such as: calculating the national distribution of Medicare benefits among races and age groups, calculating population changes among races and age groups, computing trends in the numbers of divorced women, etc.
- Consolidated project histories.
- Conducted literature searches and reviews.

PHILLIPS BROOKS HOUSE ASSOCIATION Cambridge, MA
Co-chair of the Community Health Program. Interview and advise Harvard students interested in health care volunteer positions: assess individual interests and capabilities, and negotiate appropriate positions with Boston area hospitals, clinics, nursing homes, and public health initiatives. Head student volunteers in a tri-city effort to increase immunization rates among pre-school children. Help to coordinate public lecture series on current health care issues (Fall 2002 to present).

NATIONAL BUREAU OF ECONOMIC RESEARCH Cambridge, MA
Research Assistant. Provided research assistance for a working paper measuring the impact of knowledge of a potential partner's sexual history on sexual behavior and rates of HIV infection (Summer 2001).

HARVARD UNIVERSITY HEALTH SERVICES Cambridge, MA
Student Health Advisory Committee Member. Served as a liaison between undergraduate students and health services administration. Wrote newsletter article giving tips to undergraduates on how to get the best possible care from their visits to a large HMO clinic (Spring 2001).

Other Activities: Massachusetts General Hospital volunteer. Member of the Undergraduate Admissions Committee, which advises prospective freshmen. Member of the Harvard-Radcliffe Chorus. Secretary of the Lowell House Music Society.

Computer Skills: Familiar with spreadsheet (Microsoft Excel), statistical (SAS), and word processing (Microsoft Word, WordPerfect) software.

Comments: Anna Grigg is seeking a position in health policy research. To emphasize her interest and background in this field, she has devoted more space to describing her work at Project Hope than her other jobs.

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Education

HARVARD UNIVERSITY Cambridge, MA
A.B. in Government with a concentration in Latin America expected January 2004. Candidate for Honors. Harvard College scholar, Dean's list all semesters, Winner of One Generation After national essay competition.

Coursework in Latin American political economy, accounting, and international relations.
Honors thesis: **The Politics of Central Bank Autonomy in Mexico.**

BRONX HIGH SCHOOL OF SCIENCE Bronx, NY
Graduated with Honors June 2000. National Merit semifinalist, Hispanic National Merit semifinalist, Robert C. Byrd scholar, Empire State scholar, Regents scholar.

Work Experience

Office of the President of Mexico Mexico City, MEXICO
CONSULTANT ON NAFTA AND FOREIGN POLICY: Researched and organized President Carlos Salinas de Gortari's international speeches. Conducted policy analyses and feasibility studies. Wrote editorials and analyzed the foreign press. Also advised on NAFTA and other foreign policy issues. (March 2002 - August 2002)

Select Information Exchange Mexico City, MEXICO
INVESTOR RELATIONS CONSULTANT: Conducted market research to locate potential Mexican companies interested in attracting U.S. investors through direct mail marketing. (June 2002 - September 2002)

Let's Go Travel Cambridge, MA
TRAVEL CONSULTANT: Sold equipment, booked flights, and assisted customers. Top sales associate of 2001. (December 2000 - January 2002)

San Andres Hydroelectric Corporation Cambridge, MA
TRANSLATOR: Translated from Spanish to English a several-hundred-page proposal for the sale of a State-owned hydroelectric plant in Argentina. (December 2001 - January 2002)

Radcliffe College Fund
TELEMARKETER: Raised over \$10,000 in alumni outreach. (September 2000 - December 2000)

Roberta Freymann Fashion New York, NY
PUBLIC RELATIONS LIAISON: Maintained business relations with stores, handled incoming shipments, called on accounts receivable, and assisted with bookkeeping and data entry. (September 1997 - December 1998)

Skills & Activities

Languages: Fully bilingual Spanish - English, fluency in French, conversational Italian, basic Chinese.

Computers: Knowledge of Macintosh and IBM platforms. Proficiency with Microsoft Word and Excel.

Extracurriculars: Kennedy School of Government Projects Committee, Civics Public Service Program, Mock Trial Team, Harvard Investment Association, Harvard Organization of Latin American Students; volunteer at the Mount Sinai Hospital, tutor for a disabled girl; tennis, skiing, and intramural volleyball.

Travel: Extensive travel throughout Asia, Europe, North America, South America, and Africa, including trekking through the Amazon jungle of central Brazil, cross-country skiing in Tierra del Fuego, hitchhiking through Morocco, and studying in the People's Republic of China over the summer of 1997.

Comments: To emphasize his interest in a career in Latin America, Juan Hernandez highlights his relevant coursework and his honors thesis topic. Capitalizing the job titles instead of the employers is another way to shape the message of the resume.

REGINA A. HOLCOMB
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EDUCATION

Harvard University. Cambridge, MA
A.B. in Mathematics expected in June 2003. Additional coursework in Economics, Statistics, Physics, Chemistry, Engineering Sciences, Computer Sciences, and Music.

Great Falls High School. Great Falls, MT
Valedictorian. National Merit Scholar. Mathematics Scholarship Award.

SKILLS

Computer Programming in Pascal, Lisp, C, and Basic; French.

WORK EXPERIENCE

Mathematics Researcher. Awarded a grant to research computer approximations of minimal surfaces at Mount Holyoke College REU (Research Experience for Undergraduates). Summer 2002.

Mathematics Course Assistant. Taught sections, tutored students, and corrected coursework for Math 21b (Linear Algebra and Differential Equations) at Harvard University. Spring term 2002.

Hotel Front Desk Assistant Manager. Supervised fellow workers, planned rooming assignments, assisted customers at Many Glacier Hotel, Glacier National Park, Montana. Summer 2001.

Grocery Store Deli Worker. Summer 2000.

Receptionist for Dan Donovan, Attorney at Law (part-time). Summer 1999.

ACTIVITIES

Orchestras (French horn).
Mozart Society Orchestra, Harvard University, 1999-2003.
Gilbert and Sullivan Players, Harvard University, 1999-2003.
Great Falls Symphony, Great Falls, Montana, 1997-1999.

Debate, both Policy and Lincoln-Douglas, for Great Falls High School team, 1995-1999.

Interests include playing piano, hiking, and skiing.

Comments: Regina Holcomb is applying for jobs as a computer programmer. To give emphasis to her skills in programming, she has placed the Skills section right after the Education section. If she sends her resume by e-mail, she will not use boldface type.

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EDUCATION

HARVARD COLLEGE Cambridge, MA
A.B. in Economics expected June 2003: including coursework in securities valuation, corporate finance, econometrics, calculus, and accounting. Honors thesis analyzes behavior in collectibles prices, focusing on investment in auction market for fine paintings. Overall GPA 3.65.
John Harvard Scholarship for Academic Achievement of High Distinction
Harvard Political Review, Editor-in-Chief. Assigned and wrote articles, oversaw all editing, layout, publication, and distribution of nonpartisan quarterly magazine with circulation of 10,000, staff of 45 students.
Institute of Politics at the John F. Kennedy School of Government. Member of Student Advisory Committee, 30-member student steering committee.
JV lacrosse freshman and sophomore years.

PHILLIPS ACADEMY Andover, MA
Graduated *cum laude* 1998; Honor Roll every term. National Merit Scholarship finalist.
Varsity tennis, JV soccer, and JV track. Worked with retarded children in after-school program.

LA SABRANAQUE St. Victor la Coste, France
Intensive advanced French language program at village near Avignon from February to June 1999. Program included French classes and restoration of local medieval buildings.

WORK EXPERIENCE

F&S ALLOYS AND MINERALS CORPORATION, Sales Assistant New York, NY

- Identified and solicited potential corporate clients for commodities sales.
- Produced market surveys and project evaluations for foreign firms seeking to enter the North American market.
- Created and implemented a marketing strategy for selling silica fume from Eastern European producer to American firms, presented findings to client management.
- Provided technical analysis of futures prices for commodities traded on London Metal Exchange, and advised traders accordingly. Summers 1993, 1994.

EAST HARLEM FAMILY CENTER, Volunteer Social Worker New York, NY
Consulted with homeless families daily regarding welfare, medical, legal, and immigration issues. Managed four cases; relocated 2 families to permanent housing and assisted in relocation of 15 additional families. Tracked progress of families in after-care programs. September 1990 - January 1991.

DEVON YACHT CLUB, Head Counselor Amagansett, NY
Supervised approximately 30 children aged 6-9. Organized field trips, developed and taught daily activities program including sailing, swimming, and tennis. Summers 1990, 1991, 1992.

COMPUTER SKILLS: Lotus 1-2-3, Excel, TSP, WordPerfect, Microsoft Word
INTERESTS: Tennis, golf, skiing, running, sailing, politics
TRAVEL: Traveled extensively throughout Western Europe

Comments: To highlight his qualifications for jobs in investment banking and management consulting, Patrick Jones lists his relevant coursework and thesis topic in the first paragraph and uses bullets to emphasize his various accomplishments in two summers at F&S Alloys.

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Education

HARVARD UNIVERSITY Cambridge, MA
A.B. Honors degree in Government expected 1995. Dean's list. Coursework in International Political Economics and the European Community. Commit 25 hours per week to the Harvard Varsity Football Program. Worked 5 to 15 hours per week term-time to defray cost of tuition.

INSTITUTE FOR THE STUDY OF ECONOMICS AND POLITICS London, England
Studied the Government and Political Economics of Europe through Butler University and the London School of Economics. January-April 1993.

PHILLIPS EXETER ACADEMY Exeter, NH
Graduated *cum laude* in 1990. Member of Varsity Football Program.

Business Experience

THE HAMMOND COMPANY, THE MORTGAGE BANKERS Newport Beach, CA
Worked in Loan Origination and Quality Control auditing and insuring funded loan files and as Management Intern to the Executive Vice President of Corporate Operations. Initiated, organized, and implemented fundamental changes in back room operations. Worked 50 to 80 hours per week while on voluntary one-semester leave of absence from Harvard College, June-January 1994-1995.

MERRILL LYNCH, PIERCE, FENNER & SMITH LIMITED London, England
Interned in Equities Research for the European Investment Strategy Director. Together with Assistant Vice President, produced a spreadsheet for graphing and evaluating sector performance in Europe. Worked 24 hours per week, January-April 1993.

THOMAS WILCK ASSOCIATES Newport Beach, CA
Assistant Account Executive. A medium-sized public relations and communications firm. Researched and assembled requests for proposals. Actively participated in staff meetings and brainstorming sessions. Generated correspondence with top executive officers. Summer 1992.

ALEX. BROWN & SONS INC. Baltimore, MD
Industry Orientation Internship. Participated in explanatory one-on-one discussions with professionals in various departments including mutual funds, corporate finance, trading, municipals, capital management, mergers and acquisitions, and retail brokerage. Spring Break 1992.

COLDWELL BANKER Laguna Hills, CA
Implemented new computer system. Input and reorganized client information. Used newly initiated program to simplify formulation of client mailing lists and incorporate currently filed information. December-January 1991-1992.

Skills & Activities

Computer Skills: Worked with major computer software programs, including MS Word, WordPerfect, MS Excel, MS Powerpoint, MS Publisher, MS Money, and Borland Quattro Pro and Paradox.

Currently working towards California Real Estate License by correspondence through The Real Estate Trainers.

Traveled extensively in Europe alone (May-August 1993). Enjoy running, skiing, and mountain biking.

Comments: To explain his lack of college activities, Robert Mattix lists his participation in Varsity Football and part-time work commitment in the first paragraph. To emphasize his experience in banking, he uses bold capitals for the names of his employers and even includes his spring break internship at Alex. Brown & Sons.

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Education

HARVARD UNIVERSITY Cambridge, MA
A.B. in Chemistry and Physics expected in June 2003. Honors candidate. Additional coursework in economics, mathematics, and dramatic arts.

WESTERVILLE SOUTH Westerville, OH
National Merit Scholar, Class President, Varsity Cross Country, Student Council, Drama, Marching Band (trumpet), Jazz Band, Mock Trial, Youth-to-Youth drug prevention program.

Activities

HASTY PUDDING THEATRICALS Harvard University
President. Coordinate efforts of outside creative, musical, and technical professionals. Manage company of 60 undergraduates in annual \$300,000 production. April 2002-Present. *Cast:* Acted in student-written musicals, with annual runs of 43 performances each. December 1999-Present.

LEVERETT HOUSE ARTS SOCIETY Harvard University
Drama President. House Theater Coordinator. Secured talent and doubled number of theater productions. Directed two full-length plays. Acted in two productions. Converted unused basement space into experimental theater. September 2000-Present.

Work and Research Experience

HARVARD BUSINESS SCHOOL Cambridge, MA
Dictated case studies for blind student. Gained exposure and understanding of venture capital, market forces, and corporate analysis. Fall 2002.

HARVARD DEPT. OF EARTH AND PLANETARY SCIENCES Cambridge, MA
Analyzed oxidation states of ancient earth soils to determine prehistoric atmospheric composition. Developed literature search skills. Independent work culminated in research paper. Spring 2002.

ASHLAND CHEMICAL, INC. Dublin, OH
Developed proficiency in project and time management and data analysis. *Foundry Products Division:* Synthesis and materials testing of phenolic binder resins. *Analytical Section:* Determination and quantification of competitor product composition using HPLC and GC. *Industrial Hygiene:* Determination of pollution levels by GC for industrial monitoring program. Summers 2000-02.

COLUMBUS DISPATCH Columbus, OH
Delivered daily paper. Doubled number of subscribers. Named top carrier out of 50,000 in state. Enhanced skills in customer service. 1994-99.

RELEVANT SKILLS: Public speaking, Microsoft Word, Excel, WordPerfect.

INTERESTS: Acting, Taekwondo, singing, travel, psychology, and personal investing.

Comments: Jason Neil gives emphasis to his experience and leadership in theater productions by placing Activities as the second section, above Work and Research Experience. This reinforces the message that he wants employment in the theater or the arts rather than the sciences.

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EDUCATION

Harvard University - A.B. in Social Anthropology expected in June 2003. Honors candidate, thesis on **Routenization of Charisma in the Hawkins Dance Company**. Additional coursework in philosophy, economics, and math. Recipient of:

Ford Foundation Grant and **Goelet Fund Grant** for thesis research with Erick Hawkins Dance Company, Summer 2002.

Louise Green Bursley Travelling Fellowship awarded by Radcliffe College, to fund teaching and research in Latvia, Summer 2001.

Madison High School - 1999 Salutatorian; Presidential Scholar; Perfect score on SAT (1600); National Merit Scholar; Yearbook Editor-in-Chief.

WORK EXPERIENCE

Producer of the Dunster House Opera Society. Coordinated and supervised 100 students in a full-scale production of "Die Fledermaus." School year 2002-03.

Course Assistant for *General Education 156: The Information Age*, also offered as a Kennedy School of Government course. Graded papers, exams; stimulated class discussion. School year 2002-03.

Intern to Executive Director of the Erick Hawkins Dance Company. Wrote grant proposals, National Association of Schools of Dance accreditation application; registered copyrights, etc. Summer 2002.

Curriculum Developer and English Teacher at a hospital in Bauska, Latvia. 2-month program offered to 40 students. Summer 2001.

Tutor for Harvard Bureau of Study Counsel in anthropology, philosophy, and economics, school years 2001-2003; privately and on a volunteer basis for National Honor Society in math, English, science, French, and composition, 1999-2001.

Summer work experience as: Playground Supervisor; Temporary Clerical Worker; Daytime Caretaker; Bookkeeper, Receptionist, and Assistant in a dentist's office; Cashier and Waitress.

ACTIVITIES

Producer 2002; **Title Role in "Carmen"** 2002 - Dunster House Opera Society.

Choreographer and Performer - Mainly Jazz Dance Company, 2000-present.

Member - Harvard/Radcliffe Collegium Musicum, 2001-2003.

Lead Roles, Choreographer, Dance Captain - college, community, and high school musical theater.

ADDITIONAL SKILLS

Computer: Word processing, Excel, some familiarity with NEXIS.

Arts: Piano, cello, crocheting.

Comments: Lisa Seinfeld is seeking employment in public relations or advertising. Her resume documents her experiences in the performing arts which makes clear that she is a very creative person, but also has organizational and teaching skills.

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EDUCATION

Harvard University **Cambridge, MA**
A.B. with honors degree in Biochemical Sciences, expected in June 2003. Elizabeth Cary Agassiz Certificate of Merit for academic achievement of high distinction. Wood Memorial Scholarship. Dean's List. Electives in Japanese history, psychology, creative writing, and dramatic arts.

Classical High School **Providence, RI**
Valedictorian of the class of 1999. Graduated *summa cum laude*. National Merit Scholarship; Rhode Island Governor's Academic Scholarship; Rhode Island Distinguished Merit Senior in Math, Science, and English; Rensselaer Medal recipient; Providence College Chemistry Award.

WORK EXPERIENCE

Summer Intern
Rhode Island Department of Health, Division of Family Health **Providence, RI**
Compiled and organized information to set up a physician referral service. Researched and summarized information about Medicaid Managed Care. Assisted with phone surveys of community health centers. Designed forms for prenatal care program. Summer 2002.

Lab Assistant
Dana Farber Cancer Institute, Division of Tumor Immunology **Boston, MA**
Conducted lab research of the oncogene *lck* in T lymphocytes. Summer 2001 and Spring 2002.

Office Assistant
Graduate Student Council, Harvard University **Cambridge, MA**
Managed office and computer room. Organized files. Fall 2000 through Spring 2001.

Lab Assistant
Rhode Island Department of Health **Providence, RI**
Managed strep throat cultures and various lab procedures in diagnostic microbiology lab. Summer 2000.

Advertising Sales Representative
Harvard Student Agencies **Cambridge, MA**
Sold advertising space in *The Unofficial Guide to Life at Harvard* to local store owners and national chains. Achieved a sellout of advertising space. Spring and Summer 2000.

Research Assistant
The Miriam Hospital, Department of Behavioral Medicine **Providence, RI**
Conducted statistical analysis of data for study determining the effects of personality on heart risk factors and summarized results of analysis. Summer 1999.

ACTIVITIES

House Coordinator and Tutor for the Harvard House and Neighborhood Development Program (HAND), which plans public service and community action programs in an effort to stimulate interaction between college students and Cambridge neighborhoods. **Hospital Volunteer** at the Massachusetts General Hospital and the Children's Hospital. **Tutor** for the Inner City Outreach Program, Phillips Brooks House, Harvard University. **Ballet** with the Radcliffe Dance Program.

Comments: Carol Sozaka has deferred her acceptance to medical school and is seeking a job in a medical setting. Because she wants an opportunity to interact with patients, she has described her various tutoring experiences under Activities.

JOSEPH DAVID SALERNO

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Education

HARVARD UNIVERSITY

Cambridge, MA
A.B. *cum laude* in Government, February 2001. Harvard College Scholarship for academic achievement. Dean's List. Ran several term-time businesses to pay tuition. Financially independent since 1996.

OTAGO UNIVERSITY

Dunedin, New Zealand
Rotary International Ambassadorial Scholarship: researched Maori/Pakeha race relations in New Zealand. Spoke to Rotary Clubs and high schools throughout New Zealand about racial politics. February-December 2002.

Work Experience

Assistant Managing Director	UNIVERSITY SEMINARS	Cambridge, MA Planned and implemented all aspects of international executive education conferences designed for senior East Asian business executives. Co-developed curriculum. Hired university professors. Designed company brochures and advertising. Coordinated international marketing program. Arranged conference, language, protocol, and entertainment logistics. Initiated expansion into Pakistan, Singapore, Hong Kong, and Malaysia. Maintained financial and tax records. Hired and trained employees. February 2001-February 2002.
Teaching Fellow	HARVARD UNIVERSITY	Cambridge, MA Designed and led weekly tutorial for Dr. Robert Coles' course, "The Literature of Social Reflection." Awarded the <i>Harvard University Certificate of Distinction in Teaching</i> , based on anonymous student evaluations (<i>The CUE Guide</i>). Received highest rating of any teaching fellow at Harvard College during the fall semester of 2001.
Computer Salesperson	SALERNO ELECTRONICS	Denver, CO Sold \$80,000 of computer equipment in 3 months. Wrote, designed, and published <i>PC Quarterly Newsletter</i> and an introductory MS-DOS manual, both aimed at repositioning the company as a Value Added Retailer. Assisted with market research and technical support. Summers, 1998 and 2000.
Research Associate	HARVARD UNIVERSITY DEVELOPMENT OFFICE	Cambridge, MA Researched prospective major donors. Assisted gift officers in determination of alumni contribution levels. Worked 20 additional hours each week with New Boston Group soliciting Harvard alumni donations by phone. Summer 1999.
Front-Desk Clerk	IMPERIAL HAWAII RESORT	Honolulu, HI Handled reservations, check-in, and irate travelers. Trained new employees and advised general manager on computer purchases. Winter/Spring, 1998.

Activities and Interests

Business Editor, *The Harvard Crimson*, 1998-2000.
Group Leader, First-Year Outdoor Program, 1998-2000.
Counselor, Room 13 Peer Counseling, 1999-2001.
Committee Member, Harvard Foundation Student Advisory Committee on Race Relations, 1999-2000.
Cited for *Outstanding Contributions to Inter-Cultural Life at the University*.
Committee Member, 2001 Class Committee. Founder of the Michael Berry award.
Full-Back, Harvard Rugby Team, 1999-2000.
Pitcher, Harvard Baseball Team, 1998-1999.
Manager, Harvard Women's Swim Team, 1999-2000.
Rock Climbing, Jazz Saxophone, Mountain Biking.

Comments: Joseph Salerno graduated two years ago and has just returned from a year in New Zealand. By using bold for the position titles on his list of college activities, he highlights his leadership experience. Placing job titles in the left margin emphasizes the diversity of his work experiences.

Peter D. Cleck

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EDUCATION

Harvard University, Ph.D., Physics, expected 2004. **A.M.**, Physics, 2001.
National Science Foundation Fellow, Condensed Matter Theory.
Freedman Fellowship for outstanding achievement in graduate school (2000).
Business Management Study Group, Harvard University (Fall 2002).
Finance Theory in Continuous Time, Audit, Professor R. Merton, Harvard Business School (Fall 2002).
Northwestern University, M. Music, Cello performance, 1999. Fellowship student.
Princeton University, A.B., *magna cum laude*, Physics, 1998. Phi Beta Kappa, Sigma Xi.
Winner: National Merit, Jones, and Edmonds Scholarships.

RESEARCH

Doctoral thesis in Condensed Matter Theory, Harvard University (in progress).
Senior thesis on physics of the early universe, Princeton University (1997-98).
Research position in theoretical atomic physics, Rice University (Summer 1997).
Designed, wrote, and installed software for ongoing computations in atomic physics.

TEACHING

Harvard University Teaching Fellow. Taught physics to both science and humanities concentrators (2001-03).
Harvard Summer Teaching Fellow. Taught physics daily to a class with little math background (2002).
Princeton University Tutor. Tutored students one-on-one (1997-98).

BUSINESS

Notis Systems, IL. Edited technical documents and performed clerical duties (1998-99).
LeBair Financial Services, Houston, TX. Designed systems for client financial reporting (Summers 1995, 1996).

MUSICAL

Freelance cellist in the Houston, Boston, and New York areas (1993-2001). Member of the *Princeton String Quartet* (1996-98). Solo, Chamber, and Orchestral performance in the U.S. and Canada, including Boston, Toronto, Montreal, and Houston; **solo appearances** with the Houston Youth Symphony, and **broadcast performance** with the Corpus Christi Symphony (as the winner of an international competition); participation in internationally acclaimed festivals, including Tanglewood, Aspen, and the International Congress of Strings; **Principal cellist** of the Princeton University Orchestra, Texas All-State Orchestra, and Houston Youth Symphony. **Grand Prize**, Corpus Christi Young Artists Competition (1993). **Chairman**, Membership, Princeton University Orchestra (1997-98).

VOLUNTEER

St. James Shelter, Somerville, Massachusetts. Worked mornings in a long-term shelter designed to help people find employment and housing (Summer 2002).

SKILLS & INTERESTS

Computer skills: Programming experience in FORTRAN, APL, BASIC, and DBASEIII.
Language ability: French.

Comments: To highlight his interest in a career in finance, Peter Cleck has listed his two courses related to business and finance in the first section. He has also sorted out his business experience into a separate section and he can discuss each of these exposures to finance more fully in his cover letters.

SUZANNE M. LILLY
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Notes:

EDUCATION

HARVARD UNIVERSITY Ph.D. expected October 2003 in Biology.
Dissertation on the dynamics of Eskimo hunting in a multi-prey system.
Mathematical models and multivariate statistical techniques are used to examine causes of variation in harvest levels of wildlife populations.

M.SC. in Zoology. University of British Columbia, 1994.
Thesis on population dynamics of marmots.

B.SC. in Biology (Honors). University of Victoria, Canada, 1989.

PROFESSIONAL EXPERIENCE

STATISTICAL CONSULTANT, Marttila & Kiley, Boston. April-May 2002.
Recommended statistical techniques for analysis of political polls.

TEACHING FELLOW, Harvard University and University of British Columbia Biology Departments. 2001.

DIRECTOR OF RESEARCH, Baffin Region Inuit Association, Northwest Territories, Canada. 1995-2000.
Designed and managed the first successful survey of wildlife harvest levels in the Northwest Territories. Raised over \$1,000,000 to fund the project. Through public meetings, persuaded 99% of Eskimo hunters in the eastern Arctic to participate in the survey. Managed budget and designed accounting system. Hired and supervised a staff of 20. Statistically analyzed a 3-million-piece data set using custom computer programs.

PROJECT MANAGER, Consultant to Northwest Territories Wildlife Service. 1994-1995.
Assessed the impact of construction of a highway on wildlife populations. First in N.W.T. to implement a statistical model to estimate numbers of moose not observed during aerial surveys.

WILDLIFE BIOLOGIST, Northwest Territories Wildlife Service. 1993-1994
Conducted research on population dynamics of polar bears, caribou, seals, and falcons. Authored reports with management recommendations.

SKILLS

Analytical ability: Accounting, computer programming, and statistics.
Developed a system for predicting point spread in National Football League games. Scored in top 1% in Graduate Record Exam.
Language training: Spanish, French, Latin, Inuktitut (Eskimo)
Communication skills: Scientific papers, successful funding proposals, political analyst for CBC radio

CITIZENSHIP: Dual U.S.-Canadian

Comments: Suzanne is applying for positions in investment banking. She has planned her resume to communicate her familiarity with statistical analysis. She describes her administrative and supervisory experience as Director of Research, and communicates an adventurous spirit and breadth of interests. Her dual citizenship is important information for a potential employer.

Notes: