

Bob La Follette

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EDUCATION

La Follette School of Public Affairs, University of Wisconsin – Madison

May 2014

- **Master of Public Affairs, Focus Field in Public Management and Education Policy**
- **GPA:** 3.8 (List GPA if 3.2 or higher)
- **Relevant Coursework:** choose impressive sounding course names, classes that show depth or breadth of experience, customize per job application
- **Relevant Project(s):** *Project title*, prepared for class name or client, brief description (e.g. comparing effects of alternative policy implementations)

University of Wisconsin – Madison

May 2012

- **Bachelor of Arts, Political Science and Economics**
- **GPA:** 3.8 (List GPA if 3.2 or higher, if difficult major (such as Mathematics) 3.0 is ok)
- **Honors:** list anything for which you were competitively selected such as scholarships, grants, student of the year, etc. include dates
- **Study Abroad:** consider listing study abroad here, if none others to highlight, and listing classes taken

EXPERIENCE

Organization Name, Location

Position Title

Starting month Year-Ending month Year

- Employ strong action verbs
- Avoid unnecessary punctuation
- Be concise

Organization Name, Location

Position Title

Starting month Year-Ending month Year

- Save space by deleting blank lines, but avoid a cluttered look
- Consider reducing the font size in blank lines; e.g., reduce space size from 12 pt to 6 pt
- Focus on unique contributions and quantify as much as possible

Organization Name, Location

Position Title

Use Consistent Formatting for Dates

- Think about times where you took initiative, developed or created something new
- What projects or task were given to you because you were so good at them?
- Include only relevant positions in the experience section

CATCH ALL SECTION

Set of relevant skills: this could be computer skills, languages, certifications, etc

Set of relevant experiences: possibilities include professional development activities, such as conferences or classes, Public Speaking, Articles Published, Community Involvement, to list volunteer position see below

- **Volunteer Organization Name, Position Title, brief description** e.g. tutored ESL learners weekly, Dates
- **Minor Internship Org Name, Position Title, brief description** (it's ok to use smaller font here), Dates
- **Professional affiliations:** relevant professional association memberships, offices held

GUIDELINES

FOR WRITING AN EFFECTIVE RESUME

Resumes are presented in a number of formats including general (chronological) resumes, functional resumes, CV's, federal resumes, and targeted resumes. Regardless of the format required for an application or the format you choose, it is important to remember that the goal of the resume is to get you invited to an interview.

Your resume represents you on paper or via email – the knowledge, skills and experiences that have prepared you for the job(s) you are applying for. You have to make it reader-friendly and as easy as possible for employers to find the most important information. On average, employers spend **LESS THAN 20 SECONDS** looking at a resume at first glance! Therefore, you have a short time to make a big impression. First impressions are important, and your resume (+ cover letter) is your first and best opportunity to convey your writing skills.

PREPARING AN EFFECTIVE RESUME

1. You should tailor your resume to the job for which you are applying. This can be time-consuming and labor-intensive. You might consider creating a separate resume for each sector (e.g., federal, state, non-profit, etc.) or type of position (e.g., policy analyst, budget analyst, etc.) that you are pursuing. You should also be constantly updating/revising your resume as you gain more experience.
2. Assess your skills, interests, and industry-specific knowledge—use your Individual Development Plan and other assessments completed as part of PA 800 to do so. Think about your experiences across a variety of settings—academic, personal, professional, and extracurricular.
3. Also conduct industry research. Understand the key skills and knowledge necessary to be successful in the type of position that you seek. In addition to internet research, be sure to reach out to people in the industry (alumni, current professionals, professors, and students). Conduct informational interviews and attend networking events.
4. Go through the position description/ad for each position and highlight key verbs and skills required. Make sure that you use similar language in your resume and cover letter.

RESUME FORMAT

1. Keep your resume to no more than 2 pages. One page is usually preferable, but if you have numerous years of work experience to add to your master's degree, then two pages is acceptable.
2. **DO NOT** use an objective statement.
3. **DO NOT** use resume templates, lines, graphs or tables.
4. **DO NOT** use the spacebar for spacing. Tabs or indents may be present and **USE** right and left align keys.
5. **Only** use fonts between 10 and 12 points; **11-point font** is recommended.
6. **DO NOT** use any ornate fonts – Times New Roman, Garamond, Arial or a similar style is recommended.
7. **DO NOT** include graphics of any kind, underlining and use of italics should be kept to a minimum.
8. **DO NOT** get fancy with bullet points – use standard circles or squares.
9. **DO NOT** title your resume “resume”; using your name as a title is recommended, e.g. “smith_jon.doc”.
10. **DO NOT** list references or put “References available upon request” on your resume.
11. **Be Consistent** – if you use all capital letters for a section-header, this must be done for all sections; if you write your dates out using numbers instead of months, do that everywhere.

ORDER OF RESUME INFORMATION

1. Identification

Please be sure the address, telephone number, and e-mail address provided will be accurate. If you do plan to relocate, include a “permanent” address, where you can be contacted.

- **DO** bold your name in a larger font than the body of your resume.
- **DO** include your e-mail address under your phone number. **DO NOT** use a less than professional email address (e.g., “gamer@hotmail.com” or “imawesome@yahoo.com”).

2. Education

- Include your current degree at the La Follette School of Public Affairs, e.g. MPA Candidate or Master of Public Affairs Candidate or MIPA Candidate or Master of International Public Affairs Candidate, Expected May XXXX.
- Education should be placed before experience unless you have considerable, substantive experience.
- List degrees/educational institutions in reverse chronological order (most recent listed first).
- Include relevant projects, presentations, coursework, and the title of your thesis or a research focus only if they relate directly to the job and enhances your marketability. **DO NOT** list general education courses like micro or macro econ.
- **DO NOT** list high school.

Each educational entry should identify:

- Name of institution , Location of institution (town, state abbreviation or country if applicable)
- Degree received
- Intended graduate concentration/field of study (undergraduate major/minor) where applicable.
- Date of graduation/expected date (do not list years attended; list graduation date only)
- Relevant honors, publications, projects, clubs, affiliations, activities, GPA.

3. Experience

- Positions included in the experience section should be listed in **reverse chronological order** (most recent experience listed first). A key decision is whether to highlight “job title” or “organization.” If your place of employment is relevant to the organizations you wish to have consider you, make “organization” stand out. When the positions you have held relate to the position you seek, be sure that the job title is featured. The use of capital letters, bolding, or use of a separate line creates prominence. Be consistent: if you choose to highlight “organization” in the most recent job, this must also be the focus in all other job listings.
- **Use** action verbs to create interest and to demonstrate achievement and expertise. Try to avoid “Responsible for...” or “Duties included...” Emphasize results rather than job description. Be sure to use appropriate verb tense to describe previous and current accomplishments.
- Include internships, self-employment, and summer or volunteer work, if relevant.
- Highlight skills related to your professional goals, if possible. Highlight transferable skills where applicable. Your resume should convey how your experiences and education are well suited to the type of positions you are seeking.
- **DO NOT** use titles such as trainee or summer intern. Use descriptive functional titles such as Research Assistant, Budget Intern, Financial Consultant, Project Manager, or Environmental Researcher.

Each experience entry should include:

- Employer (name, city, state abbreviation, and country if not U.S.)
- Dates of employment, state month and year. Be consistent with style throughout and **DO NOT** write Fall 2007 or Summer 2008.
- Title
- Important tasks/assignments performed and a brief description of relevant accomplishments (by order of importance). **DO NOT** repeat the job description verbatim and remember that you **DO NOT** need to list ALL your work activities – just the ones that are relevant to the type of position you are seeking.
- Use verbs and other language similar to that in the job description for which you are applying.
- **LIST ACCOMPLISHMENTS** that show the outcomes/impact of your work (“successfully implemented”; “resulting in” or “facilitating its growth”).
- Quantify whenever possible (e.g., managed 15 analysts, increased data entry accuracy by 42%).

4. Professional Development, Affiliations, Associations, Publications and Community Service

These activities show you are committed to your field of interest and may help you make connections with employers while showing that you do more than work.

- **Professional Development** includes seminars you attended, workshops you completed or facilitated, and projects for an organization or potential employer you may have been part of.

- **Affiliations & Associations:** List professional affiliations and memberships. You may also list an office held if applicable.
- **Publications & Presentations:** Listing publications and presentations can make it difficult to keep your resume to one page. Condense this activity. For example, “Published X number articles on the topics of X, Y, Z in *ABC professional journal*” You can always have a longer resume including all publications to hand in at an interview. Only include those publications that are directly relevant to the job; you may call this section “Selected” presentations/publications to indicate that a longer list is available.
- **Community service** is increasingly important to employers as evidence of balance in one’s life and care about broader issues of society. Extensive community involvement may warrant a separate section. More modest involvement can be included in a section with professional activities or in a personal background section. Title, organization and inclusive dates should be shown.

5. Professional Skills (Computer Skills/Language Skills):

- **DO NOT** assume that employers know that you are computer literate. Include your systems proficiencies in this section. List only those in which you are fully competent.
- Include knowledge and skill level of foreign languages (beginning, intermediate, proficient, fluent, native).
- Security clearance level (if applicable).

6. Honors/Awards/Membership

- If you have many honors or awards, or need to highlight this on your resume, you may want a separate section for these. Otherwise, honors and awards that are directly related to your education may be listed under the educational institution.
- **DO NOT** list GRE or TOEFL scores as credentials.

7. References

- **DO NOT** include this section in the body of your resume.
- **DO NOT** state that “references are available upon request”. Recruiters assume that you would not be interviewing without having references to support your search.
- **DO** prepare a separate reference sheet for distribution to employers in case it is requested. Select 3-4 references. The format should include name, title, company/university affiliation, address, business telephone number and email. (Sample at the back)
- **DO** have prior approval from the people you list. Make sure they have an updated version of your resume. Alert them to any calls that may be coming their way regarding your search efforts.

A note about functional resumes:

- A functional resume lists experience in skill clusters, does not focus on dates, and may not even include specific jobs and employers. They should be used sparingly.
- Traditional hiring decision-makers (especially in government) are generally not used to this format, and may find it off-putting or think that you are “hiding” something by using it.
- That said, a functional resume may be appropriate to help de-emphasize problematic aspects of your work history (e.g., have gaps), if you have little professional experience, if you are drastically changing professions, or if you are not getting results with your standard format resume.

For Examples of Functional Resumes:

http://www.quintcareers.com/functional_resume.html

<http://jobstar.org/tools/resume/samples.php>

<http://jobsearch.about.com/od/resumes/p/resumetypes.htm>

Transferable Skills

Unlike job-related skills, which tend to be used only in one type of work, transferable skills are skills that can be used in every occupation, regardless of the type of work. They are universal skills-you can transfer them from one type of work to another without much effort on your part or training from the employer.

Many employers think that if you are able to use a skill in one situation, you should be able to use that skill in another job, even if the work appears to be unrelated to your past employment or education experience. For this reason, your transferable skills are often more important than your job-related skills. This is especially true if you are changing careers or making the transition from school to work.

In identifying your transferable skills, do not overlook the skills you've gained from everyday living. Most job-seekers fail to see this potential. These skills can, however, help you meet an employer's expectations. Once you've identified your transferable skills, you need to develop them into statements that you can use in your cover letter, resume, or make in an interview, which will show employers that you are the best person for the job.

Information management skills: ability to...

- Sort data and objects
- Compile and rank information
- Apply information creatively to specific problems or tasks
- Synthesize facts, concepts, and principles
- Understand and use organizing principles
- Evaluate information against appropriate standards

Design and planning skills: ability to...

- Identify alternative courses of action
- Set realistic goals
- Follow through with a plan or decision
- Manage time effectively
- Predict trends and patterns
- Accommodate multiple demands for commitment of time, energy, and resources
- Assess needs
- Make and keep a schedule
- Set priorities

Research and investigation skills: ability to...

- Use a variety of sources of information
- Apply a variety of methods to test the validity of data
- Identify problems and needs
- Design an experiment, plan, or model that systematically defines a problem
- Identify information sources appropriate to special needs or problems
- Formulate questions relevant to clarifying a particular problem, topic, or issue

Value skills: ability to...

- Assess a course of action in terms of its long-range effects on the general human welfare
- Make decisions that will maximize both individual and collective good
- Appreciate the contributions of art, literature, science, and technology to contemporary society
- Identify one's own values
- Assess one's values in relation to important life decisions

Communication skills: ability to...

- Listen with objectivity and paraphrase the content of a message
- Use various forms and styles of written communication

Speak effectively to individuals and groups
Use media formats to present ideas imaginatively
Express one's needs, wants, opinions, and preferences without offending the sensitivities of others
Identify and communicate value judgments effectively
Describe objects or events with minimum of factual errors
Convey a positive self-image to others

Human relations and interpersonal skills: ability to...

Keep a group "on track" and moving toward the achievement of a common goal
Maintain group cooperation and support
Delegate tasks and responsibilities
Interact effectively with peers and supervisors
Express one's feelings appropriately
Understand the feelings of others
Use argumentation techniques to persuade others
Make commitments to people
Be willing to take risks
Teach a skill, concept, or principle
Analyze behavior of self and others in group situations
Demonstrate effective social behavior in a variety of settings and under different circumstances
Work under time and environmental pressures

Critical thinking skills: ability to...

Identify quickly and accurately the critical issues when making a decision
Identify a general principle that explains interrelated experiences or factual data
Define the parameters of a problem
Identify reasonable criteria for assessing the value or appropriateness of an action or behavior
Adapt one's concept and behaviors to changing conventions and norms
Apply appropriate criteria to strategies and action plans
Take given premises and reason to their conclusion
Create innovative solutions to complex problems
Analyze the interrelationships of events

Management and administration skills: ability to...

Analyze tasks
Identify people who can contribute to the solution of a problem or task
Identify resource materials useful in the solution of a problem
Delegate responsibility for completion of a task
Motivate and lead people
Organize people and tasks to achieve specific goals

Personal/Career development skills: ability to...

Analyze and learn from life experiences, both one's own and others'
Relate the skills developed in one's environment
Match knowledge about one's own characteristics and abilities to information about job or career opportunities
Identify, describe, and assess the relative importance of one's needs, values, interests, strengths, and weaknesses
Develop personal growth goals that are motivating
Identify and describe skills acquired through formal education and general life experience
Accept and learn from constructive criticism
Generate trust and confidence in others

Resume Section Headings

Cluster your experience!

To make your resume really stand out, consider grouping similar experiences under specific section headings. This way your resume will be more targeted towards your particular skills and will highlight your accomplishments and experience within a specific area. It is much more interesting than just having a "Work Experience" and a "Volunteer Experience" section. The type of experience you have gained is more important than whether or not you were paid for it. Also note that you may need to add "-Related" to the end of a category name so you are able to honestly fit more in that category. For example, working at a reception desk in a law office may not be "Legal Experience", but could be included in "Law-Related Experience".

Common general headings

Career Objective	Relevant Coursework	Skills / Strengths
Interests	Activities	Memberships
Licenses / Certificates	Computer Skills	Global Profile
Experience (Professional or Related)		
Education (Honors, Awards, Scholarships, or Fellowships)		

Types of paid / unpaid experience

Administrative Experience	Classroom Teaching	Clinical Experience
Community Organizing	Community Service	Counseling Experience
Cross-Cultural Experience	Customer Relations	Editorial Experience
Event Planning	Field Work	Fundraising Experience
Graphic Design and Layout	Health Experience	Human Resources Experience
International Experience	Leadership Experience	Managerial Experience
Marketing Experience	Market Research	Performing and Visual Arts
Program Design / Development	Project Experience	Promotion and Publicity
Public Relations Experience	Public Speaking Experience	Records Management Experience
Research Experience	Research and Writing	Supervision and Training
Technology Experience	Writing and Editing	

Professional activities

Conferences Attended	Professional Affiliations	Professional Associations
Professional Development (workshops, trainings, and conferences you've attended)		
Professional Presentations and Trainings (you've given)		
Publications (complete or in progress)		

Technical experience

Computer Skills	Laboratory Techniques	Language Skills
Multi-media Skills	Technical Skills	Information Technology Expertise

Additional ideas

Campus Involvement and Service	Community Activities	Entrepreneurial Achievements
Experience With Children	Military Experience	Professional Experience
Marketing Projects	Research Projects	Senior Research Project
Senior Thesis	Volunteer Activities	

Action Verbs/Skill Words: Effectively Conveying Your Experier

A

accelerated
accomplished
accounted for
achieved
acquired
acted
adapted
adjusted
administered
advised
advocated
aided
allocated
altered
amplified
analyzed
answered
applied
appointed
appraised
approved
arbitrated
arranged
assessed
assigned
assumed
augmented
awarded

B

balanced
began
briefed
broadened
budgeted
built

C

calculated
carried out
catalogued
chaired
changed
charted
clarified
classified
collaborated
collated
compared
compiled
completed

conceived
concluded
conducted
constructed
consulted
contracted
convinced
cooperated
coordinated
counseled
corrected
created
critiqued

D

dealt
decided
defined
delegated
demonstrated
designed
determined
developed
devised
devoted
diagrammed
directed
displayed
distributed
divided

E

edited
effected
eliminated
employed
enlisted
established
estimated
evaluated
examined
expanded
explained
extended

F

fabricated
financed
focused
forecast
formulated
fortified
founded

G

gained
gathered
generated
greeted
guaranteed
guided

H

handled
harmonized
headed

I

identified
illustrated
implemented
improved
incorporated
increased
influenced
informed
initiated
installed
instituted
instructed
integrated
interpreted
interviewed
introduced
invested

L

launched
led
lectured
licensed
listed

M

maintained
managed
maximized
measured
mediated
mentored
modified
monitored
motivated

N

named
negotiated

O

observed
obtained
operated
organized
oriented
originated
overhauled

P

participated
performed
persuaded
planned
pinpointed
prepared
presented
preserved
prioritized
processed
produced
programmed
promoted
proofread
proposed
proved
provided
publicized
purchased

Q

qualified
quantified
quizzed
queried

R

rated
received
recognized
recommended
reconciled
recorded
recruited
rectified
reduced
referred
regulated
rehearsed
reinforced
related
reorganized
replaced

represented
researched
reshaped
resolved
restored
retrieved
revamped
reviewed
revised

S

saved
screened
scheduled
selected
set up
simplified
solved
sponsored
streamlined
strengthened
structured
submitted
substituted
suggested
supervised
supplemented
supported
synthesized

T

targeted
taught
tested
tracked
trained
transformed
translated
tutored

U

unified
updated
utilized

V

verbalized
visualized

Y

yielded

Power Verbs

Working with Data and Things

Research / Analysis

Acquire
Analyze
Classify
Collate
Collect
Compile
Conduct
Deliver
Detect
Determine
Discover
Dissect
Evaluate
Explore
Examine
Formulate
Gather
Identify
Inspect
Investigate
Locate
Name
Obtain
Observe
Pinpoint
Prepare
Prioritize
Receive
Research
Specify
Survey
Test
Trace
Track
Verify

Numbers / Finance

Abstract
Account
Add
Appraise
Audit
Budget
Calculate
Collect
Compute
Decrease
Determine
Divide
Enter (data)
Estimate
File
Finance
Formulate
Increase
Insure
Inventory
Invest
Market
Maximize
Minimize
Multiply
Process
Project
Purchase
Record
Reduce
Solve
Quantify

Organization

Appraise
Apply
Arrange
Balance
Catalog
Categorize
Connect
Coordinate
Define
Edit
Establish
Facilitate
File
Group
Issue
Modify
Orchestrate
Organize
Overhaul
Place
Prepare
Program
Qualify
Reorganize
Rewrite
Schedule
Set
Sort

Development

Adjust
Assemble
Build
Compose
Customize
Develop
Design
Devise
Enlarge
Format
Implement
Improve
Innovate
Install
Invent
Fix
Function
Make
Manufacture
Navigate
Operate
Propose
Refinish
Renovate
Repair
Restore
Update
Upgrade

Creating / Generating

Activate
Complete
Compose
Conserve
Construct
Contract
Create
Discover
Draft
Draw
Engineer
Execute
Expand
Generate
Inaugurate
Landscape
Launch
Modify
Mold
Produce
Reconstruct
Redesign
Remodel
Shape
Synthesize
Transform
Unite
Utilize

General (Miscellaneous)

Act
Apply
Anticipate
Change
Check
Contribute
Cover
Decide
Define
Diagnose
Effect
Eliminate
Emphasize
Establish
Facilitate
Forecast
Found
Give
Learn
Navigate
Offer
Perform
Propose
Receive
Refer
Referee
Register
Reinforce
Resolve
Respond
Retrieve
Save
Select
Serve
Set
Simplify
Study
Take
Travel
Use
Win

Power Verbs

Working with People

The following lists are divided into categories to help you find some great, active verbs to help the descriptive lines on your resume stand out. Try to begin each of your descriptive lines with an active (or "Power") verb. Remember to use past tense verbs for previous experience. For current activities, you can also use the present tense (i.e. Supervise, not Supervising) if you prefer. This list is just a beginning - to give you ideas of where to start.

Communication (Writing and Public Speaking)

Address
Clarify
Collaborate
Communicate
Compose
Correspond
Demonstrate
Document
Edit
Entertain
Exhibit
Explain
Express
Illustrate
Interpret
Interview
Investigate
Lecture
Perform
Plan
Present
Promote
Proofread
Read
Relate
Relay
Report
Review
Revise
Speak
Summarize
Survey
Translate
Transcribe
Write

Teaching / Advising

Advise
Aid
Correct
Counsel
Demonstrate
Display
Encourage
Enhance
Enlist
Ensure
Grade
Guide
Help
Influence
Instruct
Introduce
Lecture
Mentor
Program
Provide
Rate
Steer
Suggest
Support
Teach
Test
Train
Tutor

Public Relations

Advertise
Advocate
Attend
Coordinate
Convince
Deal
Dispense
Disseminate
Distribute
Fundraise
Handle
Influence
Lobby
Persuade
Poster
Publicize
Publish
Recruit
Screen
Seek Out
Sell
Service
Target

Interpersonal Relations

Acclimate
Accommodate
Adapt
Answer
Anticipate
Assist
Assure
Bargain
Care
Coach
Collaborate
Confer
Confront
Consult
Converse
Critique
Develop
Encourage
Familiarize
Form
Foster
Fulfill
Gain
Handle
Implement
Inform
Interact
Intervene
Join
Listen
Litigate
Mediate
Model
Motivate
Negotiate
Participate
Provide
Recommend
Reconcile
Rehabilitate
Represent
Resolve
Share
Suggest
Treat
Understand

Administrative / Management

Accelerate
Accomplish
Achieve
Act
Administer
Allocate
Approve
Assign
Assess
Attain
Benchmark
Chair
Commend
Compromise
Consolidate
Control
Delegate
Direct
Enforce
Entrust
Expedite
Govern
Head
Hire
Improvise
Initiate
Institute
Judge
Lead
Maintain
Manage
Moderate
Monitor
Officiate
Order
Oversee
Prescreen
Preside
Prioritize
Produce
Prohibit
Refer
Regulate
Run
Set-up
Start
Streamline
Strengthen
Supervise