

This guide is intended to help you construct *the first draft* of your resume. The sample resumes at the back of the guide illustrate some of the different ways information can be presented to an employer, but do not include samples of all the available styles and formats. For additional guidance, make an appointment with either a Peer Advisor or a member of the professional staff at the Career Center.

## PURPOSE

A resume is an individually designed document that summarizes your education, experiences, and qualifications as they relate to your career goal(s). The best resumes are those that reflect the skill set of your career field of interest. The primary purpose of a resume is to market you to a potential employer in hopes of **securing an interview**. It then gives structure to an interview and is often circulated to others within the organization. The resume and the cover letter are considered to be the most significant correspondence during the job search because they provide the prospective employer with a first impression of you.

## FORMAT & STYLE

The most common resume format is "reverse chronological" in which one's education, jobs, and experiences are listed in chronological order, starting with the most recent and working backwards. However, there are different resume *styles*, including bullet and paragraph. A bullet-style resume, used frequently in business, highlights specific experiences and achievements using bullet points. A paragraph-style resume details tasks and accomplishments in sentence structure, with one sentence following after another. Samples of various styles are included in this guide. The career field for which you plan to use your resume will often determine the style; consult a Career Center counselor and someone in your chosen field to determine what style is best.

## CONTENT

Resumes written by college students or recent graduates should be limited to one page. The following information might - or might not - be included on *your* resume. Keep the employer's objective in mind and include only those sections applicable to you. Devote more space and emphasis to those aspects of your experience which most qualify you for your field of interest.

### ***Name, Address, Telephone, and Email (required)***

Use your full name and set it apart from the body of the resume. If you are living on campus, include your current and permanent addresses (school and home) and list the telephone number(s) where you can be reached. Often it may be easier for an employer to reach you on your cell phone, but keep in mind that poor reception or calls received at an inconvenient time may result in a poor first impression. If you have an answering machine/voicemail, unusual greetings such as song lyrics or inappropriate humor should be avoided. Include an email address that you check regularly (every day or every other day).

### ***Career or Professional Objective (optional and rarely used on entry-level resumes)***

The objective statement is a concise phrase which explains what type of work you want to do. Since the purpose of a cover letter is to state your objective in sending your resume, it is not necessary to include an objective on your resume if it is accompanied by a cover letter. If you choose to include an objective on a resume, it should include a job title and industry but NOT a specific organization name (ex: To obtain a position as a media planner in an advertising agency).

***Education (required)***

List the name(s) of college(s) attended (including terms spent studying off campus), location (city and state or country), degree or certificate received, projected date of completion, major/concentration, and minor. Consider including the name of your high school if you are an underclass student or if relevant to your career or geographic pursuits. You may include other educational training or activities which are pertinent to your objective (i.e., relevant courses at Hamilton and/or other institutions, senior thesis, professional certifications and/or licenses). Honors and awards may be included here or under a separate heading (see below).

*GPA's*: While one's GPA is generally not required on a resume, it is wise to include it *if* it enhances your qualifications for your field. Many employers in finance, law, and consulting *require* that one's cumulative GPA be included. If you have any questions about whether or not to include your GPA, see a counselor.

***Honors and Awards (optional)***

This section can stand alone or be included as part of your education section. List academic honors (i.e., Dean's List), prizes for leadership, or any achievements which demonstrate academic excellence or special abilities. Give a brief description of the award. Include relevant dates.

***Work/Relevant Experience (required)***

This section shows how your work experience relates to your career or job choice and demonstrates to the employer that you have the skills necessary to do the work. Include relevant experiences and skills gained from any of the following: full-time, summer, and part-time work, internships, assistantships, field work, special research projects, volunteer work, and extracurricular activities. Consider the following as you work on this section:

- Demonstrate the skills you acquired by describing your responsibilities using action verbs (refer to the attached list) such as research(ed), create(d), present(ed). Verb tense will depend upon whether or not you are currently performing the tasks stated;
- Keep the focus on **you** rather than the organization;
- Highlight your accomplishments and/or the results of your work, including promotions if applicable. Quantify and qualify your experience if possible (i.e., # of people supervised, amount of \$ raised). Include the dates for each experience listed and, if possible, avoid gaps in employment history.

***Activities (optional)***

This section is important for liberal arts students. It often adds depth to your resume by showing commitment and involvement outside of academic coursework and employment and may help to establish common interests with employers. Include leadership positions and membership in clubs, organizations, and/or athletics. Illustrate how you progressed (i.e., member to president, writer to editor). You may choose to briefly elaborate on your role(s) and/or provide descriptions for those activities which require further explanation (i.e., HAVOC Site Coordinator or Trust Treat).

***Related and Additional Skills (optional)***

You may use this section to list or describe special skills which are applicable to the job type. These could include computer, technical, scientific and/or artistic skills, special certifications, or foreign languages.

***Publications (optional)***

List published articles, books, or manuscripts; identify the publisher and/or publication and include actual or expected date of publication.

***Military experience (optional)***

Include dates of service, ranks, duties, and training.

### ***Interests/Other (optional)***

Include any specific interests not otherwise noted on your resume that you want prospective employers to know about you (i.e., reading Faulkner, skiing, and bird watching). Personal data such as religious affiliation, marital status, date of birth, etc. should not be included on your resume. International students with legal permission to work in the U.S. and/or those with dual citizenship should include a sentence to that effect.

## **HOW TO BEGIN**

### **Step 1 - Brainstorm:**

On the worksheet provided, list your jobs, major activities, educational experiences, and accomplishments during the last five years. Do not worry about the order.

### **Step 2 - Research:**

To describe your experiences in the most relevant terms, research your career field of interest, specifically the responsibilities of entry-level positions.

### **Step 3 - Organize Your Information:**

Determine the best way to group your experiences and choose appropriate section headings. Do not be bound by the particular headings listed above. Choose a style using the attached samples as guides.

### **Step 4 - Write a draft:**

#### *Describe Your Experiences:*

Think about the skills you used in each job/activity and choose action verbs (refer to the attached list) which most accurately describe your responsibilities and accomplishments. An example might be: "Researched and wrote 12 articles. Produced and distributed weekly newsletter to shareholders in four countries."

#### *Format Your Information:*

Decide how best to emphasize certain pieces of information (i.e., job title, employer) with the use of bold type, italics, and/or capitalization. Simplicity is, at times, most effective. Balance text with white space on the page and avoid wasting space with "orphans"/"widows" (a single word or two taking up an entire line). If you are submitting your resume electronically, avoid using any special features - plain text is best.

### **Step 5 - Get Your Resume Reviewed:**

Initial review can be done by Peer Advisors as well as by professional staff. A review may result in approval and/or recommendations for improvement (see "Resume Review vs. Approval" below).

### **Step 6 - Polish Your Resume:**

Meet with a career counselor and/or professional in your field of interest for an industry-specific critique.

## **TIPS FOR SUCCESS**

Your resume must be flawless! When writing your resume:

- Be honest; do not exaggerate, but shine when you should!
- Include only those experiences about which you could comfortably talk with an employer.
- Be consistent in your use of headings, verbs, grammar, hyphens, indentations, bullets, and format.
- Avoid use of pronouns (I, my, their, his/her), and abbreviations (other than two-letter code for states).
- Minimize use of articles (the, an, a) and prepositions (of, for, in, with).
- Check for and eliminate misspelled words, typos, and grammatical errors!
- Update your resume each time you change responsibilities.
- Convert your resume document to a PDF file when emailing, this will eliminate the possibility of format changes upon opening.

- You will most likely be sending your resume electronically. However, if the employer has requested “snail mail”, use bond paper and matching envelopes. Print on a good quality laser printer or at the Print Shop. White or light-colored paper is preferred.
- List the names, titles, addresses, and phone numbers of references on a separate sheet. Refer to the “Guide to Submitting References” in the Career Center library.

*Good resumes are not a one shot deal. Write, re-write, and then re-write some more!*

## **RESOURCES TO HELP YOU**

**Peer Advisors** - Make an appointment with a Peer Advisor by calling the Career Center Front Desk at 315-859-4346. The Career Center is open Monday through Friday from 8:30 a.m. to 4:30 p.m. and from 7:00 p.m. to 9:00 p.m. on certain evenings. Peer Advisors also accept walk-ins depending on availability.

**Resume Workshops** – Offered several times during each semester. Please check HamNET or call the Career Center for dates and times.

**Resume Builder** – Resume Builder is a comprehensive, web-based application that allows you to create, present, and manage your resumes. You can create custom resumes (and cover letters) with a step-by-step interface that enables you to add and move around section headers; check spelling; change fonts, text size and alignment; and update margins. You can then save completed documents in various files: PDF, MS Word, and/or generate web URL for business cards. Your resume is then automatically stored in the HamNET system in your personal account, which makes it easier for you to apply for jobs later.

Access Resume Builder by logging into [HamNET](#) and clicking on "Resume Builder" on the right. Or, you can access this and other resume writing resources by going to the following “Resume Resources” link on the Career Center website: <http://www.hamilton.edu/careercenter/guides/resume/home> .

## **RESUME REVIEW vs. APPROVAL**

To apply to opportunities listed in HamNET, **resume approval is required once each year prior to submission through HamNET.** However, resume approval merely means meeting the minimum standard required to guard against negative feedback from alumni and other employers that has been received in the past. An approved resume may be nothing more than a resume without typos or glaring grammatical errors. Approval does not necessarily mean that a resume is the best it can be or that it is good enough to land a job in your chosen field. Thus, the Career Center staff strongly recommends that you obtain a thorough review and critique of your resume to ensure that it is the best it can be.

Peer Advisors as well as professional staff can 1) approve resumes and 2) provide individualized feedback in consideration of your goals. Please plan ahead to allow yourself time to make the *necessary* changes for approval and/or the *recommended* changes for a professional/competitive resume.

***The Career Center reserves the right to withhold from employers any resume that has not been approved.***

# Resume Brainstorming Worksheet

## **Required Resume Content**

*Name, Address, Telephone, and Email:*

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*Education:*

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*Work/Relevant Experience:*

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## **Optional Resume Content**

*Career or Professional Objective:*

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*Related and Additional Skills:*

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## Action Verbs/Skill Words: Effectively Conveying Your Experier

<b>A</b> 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	conceived concluded conducted constructed consulted contracted convinced cooperated coordinated counseled corrected created critiqued	<b>G</b> gained gathered generated greeted guaranteed guided	<b>O</b> observed obtained operated organized oriented originated overhauled	represented researched reshaped resolved restored retrieved revamped reviewed revised
<b>B</b> balanced began briefed broadened budgeted built	<b>D</b> dealt decided defined delegated demonstrated designed determined developed devised devoted diagrammed directed displayed distributed divided	<b>H</b> handled harmonized headed	<b>P</b> participated performed persuaded planned pinpointed prepared presented preserved prioritized processed produced programmed promoted proofread proposed proved provided publicized purchased	<b>S</b> saved screened scheduled selected set up simplified solved sponsored streamlined strengthened structured submitted substituted suggested supervised supplemented supported synthesized
<b>C</b> calculated carried out catalogued chaired changed charted clarified classified collaborated collated compared compiled completed	<b>E</b> edited effected eliminated employed enlisted established estimated evaluated examined expanded explained extended	<b>I</b> identified illustrated implemented improved incorporated increased influenced informed initiated installed instituted instructed integrated interpreted interviewed introduced invested	<b>Q</b> qualified quantified quizzed queried	<b>T</b> targeted taught tested tracked trained transformed translated tutored
	<b>F</b> fabricated financed focused forecast formulated fortified founded	<b>L</b> launched led lectured licensed listed	<b>R</b> rated received recognized recommended reconciled recorded recruited rectified reduced referred regulated rehearsed reinforced related reorganized replaced	<b>U</b> unified updated utilized
		<b>M</b> maintained managed maximized measured mediated mentored modified monitored motivated		<b>V</b> verbalized visualized
		<b>N</b> named negotiated		<b>Y</b> yielded

**Patricia J. Dunham**  
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New York, NY 10022  
(212) 444-6868

- EDUCATION**      **Hamilton College**, Clinton, NY  
Candidate for Bachelor of Arts degree, May 2015  
Prospective major: English
- Martin Luther King High School**, New York, NY  
Graduated with honors, June 2011
- WORK EXPERIENCE**      **Hamilton College Office of Admission**, Clinton, NY  
*Tour Guide*. Lead groups of students and parents on tours of campus. Provide information and answer questions about the college. (Fall 2011-Present)
- Bronx Home Enterprises**, New York, NY  
*Customer Service Assistant*. Answered inquires and assisted customers with purchases, returns and other issues at local department store. (2009-2010)
- COMMUNITY SERVICE**      **H.E.L.P.**, New York, NY  
*President*. Founded a volunteer action group to promote recycling programs in city parks and recreation areas. (2010-2011)
- House of the Good Shepherd**, New York, NY  
*Volunteer*. Tutored children in reading and math. Distributed food to families. (Summer 2010)
- Habitat for Humanity**, Homestead, FL  
*Participant*. Built homes in hurricane-damaged areas. (Spring 2010)
- LEADERSHIP & ACTIVITIES**      Hamilton College  
**Hamiltones** (a cappella singing group), *Member* (2010-Present)  
**Black and Latin Student Union**, *Treasurer* (2010-Present)  
**Intramural Volleyball**, *Team Member* (2010-Present)
- Martin Luther King High School  
**Campus Planning Board**, *Vice President* (2010)  
**MLK Poetry Review**, *Editor* (2008-2009)  
**Girl's Varsity Volleyball Team**, *Starter/Letter-winner* (2009-2010)
- COMPUTER**      MS Word and Excel; FileMaker Pro database; FaceBook; Twitter
- INTERESTS**      Environmental issues, jazz clarinet, science fiction films

# Vera G. List

[veraglist@hotmail.com](mailto:veraglist@hotmail.com)

Box #5678, 198 College Hill Road • Clinton, NY 13323 • 315.859.0000  
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- Education: **Hamilton College**, Clinton, NY  
Candidate for Bachelor of Arts degree May 2014  
Studio Art major / Concentrations in Ceramics and Photography  
Geology minor
- Bard College**, Annandale-on-Hudson, NY Summer 2010  
Summer Scholars program: focus on storytelling and creative writing
- Related Courses: Photo Workshop Ceramics Workshop Drawing  
Intaglia Printmaking Pottery Sculpture
- Creative Experience: **Forest Lake Camp**, Warrensburg, NY Summer 2011  
*Head Camp Counselor*. Established photography program and ran small darkroom. Served as head of music department. Designed projects for arts & crafts department.
- Café Opus**, Clinton, NY Fall 2010 - present  
*Barista* at small campus coffee shop. Created "Goodnight Opus" program, a group meeting that brings together college staff and students to a weekly storytelling hour.
- Hamilton College Choir**, Clinton, NY Fall 2010 - present  
*Choir Photographer*; elected to position of *Historian*. Provide photo documentation of all choir performances, tours and activities.
- Vera List Photography**, Clinton, NY Summer 2010-present  
*Independent Freelance Photographer*. Founded business. Shoot photos for artists' portfolios and various company Web pages. Market the business, resulting in the acquisition of five new clients annually.
- College Activities: **Keehn Co-op** 2011 - present  
*President* of 50 member student co-operative. Facilitate contact between administration and students in order to supervise this co-operative living dorm on campus. Market the co-op to campus and recruit students to live there.
- Hamilton College Orchestra** 2010 - present  
*Percussionist*. Play mostly timpani. Perform several times yearly for large audiences.
- Hamilton Action Volunteer Outreach Coalition (HAVOC)** 2010- present  
*Trust Treat*: take inner-city youth trick-or-treating on Hamilton's campus.
- Computer Skills: Adobe Photoshop, PageMaker and FileMaker Pro. Web design experience with Dreamweaver. MS Word, Excel, and PowerPoint. Twitter and other social media.
- Interests: Foreign films, furniture restoration, blogging.

## Julie B. Kirkland

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4447 Kilmer Creek Road • Cameron Heights, NY 10444 • (607) 777-7778

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- EDUCATION:** **Hamilton College**, Clinton, NY  
Candidate for Bachelor of Arts degree, May 2012  
Concentration: Psychology  
Cumulative GPA: 3.5 Concentration GPA: 3.7  
**Senior Thesis:** “Coping with Negative Self-Referent Thoughts: The Emotional Effects of Suppression”
- Syracuse University**, Milan, Italy; May-June 2010  
Summer Study Abroad Program; selected to study inclusive education throughout Italy.
- HONORS:** *Psi Chi*: Inducted into the Psychology National Honor Society; May 2011  
Dean’s List: Spring 2009, Spring 2010, Spring 2011
- EXPERIENCE:** **Park Ridge Health Systems**, Rochester, NY; June-August 2011  
*Clinical:* *Clinical Intern*
- Served as a member of a treatment team on the Inpatient Chemical Dependency Unit.
  - Provided assistance to staff and patients with all aspects of the treatment process, including group and individual therapy sessions, conjoint meetings, and other group activities.
  - Conducted intake interviews, administered mini-mental status evaluations, contributed to the development of treatment plans, and wrote progress notes.
  - Presented cases and discussed treatment plans, recommendations, and strategies at daily staff meetings.
- Crestwood Children’s Center**, Rochester, NY; December 2010-January 2011  
*Intern/Sociotherapist*
- Worked in classroom settings with severely emotionally disturbed children ages 5-11.
  - Contributed to multiple aspects of treatment, including treatment conferences, parent-teacher conferences, behavior modification plans, and daily interactions.
  - Partnered with all members of the treatment teams to provide the most effective support for the children.
  - Trained in and utilized Cornell University’s Therapeutic Crisis Intervention methods.
- Research:* **Hamilton College Department of Psychology**, Clinton, NY; Spring 2010, Spring 2011  
*Research Assistant*
- Conducted experiments studying the effects of social support on stress.
  - Contacted participants, coded individual sessions, and performed data entry for statistical analysis.
  - Coded experimental sessions studying sex differences in types of aggression.
- Other:* **Hamilton College Maurice Horowitch Career Center**, Clinton, NY; Fall 2010-present  
*Peer Advisor*
- Conduct one-on-one appointments with students to develop, organize, and enhance resumes and cover letters.
  - Orient students to the resources of the office, assist in internship searches and coordinate informational programs.
- Corning Community YMCA**, Corning, NY; June-August 2010  
*Assistant Teacher*
- Planned creative themes for each week of preschool day camp, including coordination of arts and crafts, activities, songs, games, and reading material with these themes.
- ACTIVITIES:** **Fighting Hunger in Oneida County**, Utica, NY; Fall 2010-present
- Volunteer in a local soup kitchen and participate in fundraisers to help charity organizations.
- Hamilton Action Volunteer Outreach Coalition**: Hamilton College; Spring 2009-present
- Participate in umbrella organization that supports all volunteer activities on campus.
- Earlville Learning Disabled Program**, Earlville, NY; Fall 2008
- Volunteered at a local elementary school, working one-on-one with students.
- INTERESTS:** Community service, national politics, art, and travel (Italy, France, Spain, Jamaica)

**CHRISTIAN A. JOHNSON**  
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4 Agerton Road  
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912.736.8726

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## EDUCATION

### HAMILTON COLLEGE

Clinton, NY

Candidate for Bachelor of Arts degree, May 2012

Honors major in Biology

Cumulative GPA: 3.3/4.3 Biology GPA: 3.5

Senior Thesis: *Relationship between trophic ecology and radular wear patterns in four rocky intertidal snails*

### AUGUSTA SENIOR HIGH SCHOOL

Augusta, GA

Graduated 5th in class of 400, June 2008

President, Biology Club (2006-2008); Nominated for Georgia Science Award (2007)

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## RELATED COURSE WORK

Neuroscience  
Cellular Biology

Molecular Genetics  
Tropical Field Ecology

Neurochemistry  
Conservation Biology

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## SCIENTIFIC EXPERIENCE

### HAMILTON COLLEGE, DEPARTMENT OF BIOLOGY

Clinton, NY

**Tropical Biology Study Program** in Puerto Rico (Summer 2011). Investigated aspects of terrestrial and marine ecology through lectures and field study. Originated hypothesis and researched and presented oral and written findings of group and individual projects.

**Teaching Assistant** in ecology (Spring 2010) and botany (Fall 2010). Included laboratory instruction and field supervision, preparation and grading of examinations, and monitoring lab equipment.

**Research Assistant** (2008 - present). Conducted chemical and biological experiments on pesticide potencies. Involved extensive use of computers, sophisticated instruments and advanced laboratory techniques.

### INDEPENDENT RESEARCH

Forest Hills, NC

**Grant Recipient** (2008 – present) Received State of North Carolina grants to support research on insect activities. Designed and constructed original electronic equipment to quantify insect movement as related to temperature. Results used as a part of developing insect control strategy.

### NATIONAL YOUTH SCIENCE CAMP

Charleston, WV

**Counselor** (Summer 2010). Taught seminars in botany and natural sciences. Selected as one of two students from Georgia to attend six-week symposium on scientific topics. Chosen to return as counselor the following summer (declined offer, to pursue other options).

### UNITED STATES DEPARTMENT OF ENVIRONMENTAL PROTECTION

Augusta, GA

**Youth Conservation Corps Member** (Summer 2008). Improved trails and controlled erosion in state parks.

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## SKILLS

BASIC and COBOL programming skills.

Experienced in variety of laboratory techniques and use of laboratory equipment.

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# Aaron Burr

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(315) 444-4444

13 Everett Street  
Portland, ME 04101  
(207) 223-4223

**Education**      **Hamilton College**, Clinton, NY  
Candidate for Bachelor of Arts degree, May 2012  
Double concentrations in Computer Science and Biology  
GPA: 3.0

**Relevant Courses**

- Genetics and Development
- Neurochemistry
- Principles of Neuroscience
- Cell Biology
- Organic Chemistry
- Vertebrate Organization
- Introduction to Programming I & II (Java)
- Programming Languages
- Data Structures (C++)
- Algorithms
- Computer Architecture
- Electronics and Computers

*Biology Senior Thesis:* Used molecular techniques such as PCR, Gel Electrophoresis, and Bacterial Transformation to clone a previously unidentified enzyme. Performed computer-based sequence analysis.

*Computer Science Senior Seminar:* Developed comprehensive web-based software package for Clinton Central Schools using ASP, COM, & XML/XSL technologies with SQL server & Microsoft Visual Studio.

**Computer Experience**      **Defense Logistics Agency**, Portland, ME  
*Office Automation Clerk* (Summer 2011)

- Managed Microsoft Access database, tracking information on over 1000 vendors and contractors
- Assisted in transition to paperless contracts

**Hamilton College**, Clinton, NY  
*Computer Science Teacher's Assistant and Grader* (Spring 2010 – present)

- Assist students in completing programming assignments primarily in Java and C/C++
- Grade assignments submitted by students on a twice-a-week basis

*Information Technology Service Assistant* (Fall 2009– present)

- Maintain computer labs and troubleshoot computer problems all across campus
- Assist students with all aspects of computer use and networking

**Clinton Central Schools**, Clinton, NY  
*Instructor* (Fall 2009 – Spring 2010)

- Taught students fundamentals of computer programming in Visual Basic
- Designed programs for demonstration of covered topics

**Other Experience**      **Peter's Polar Parlor**, Portland, ME  
*Shift Supervisor* (Summer 2008 – Summer 2010)

- Supervised and assisted seven employees during peak business hours
- Trained new employees for customer service positions

**Computer**

*Bioinformatic Software:* NCBI toolkit; MacVector; Vector NTI; Sequencher; ClustalW, BLAST, FASTA  
*Other Software:* MS Word, Excel, PowerPoint, Visual Studio, SQL Server, FrontPage, Adobe PhotoShop  
*Technologies:* COM, ASP, CGI, and XML/XSL  
*Programming Languages:* Java, Javascript, C/C++, Visual Basic, Vbscript, SML, Prolog, Lisp, Ada  
Extensive knowledge of MacOS, Windows and Linux operating systems  
Familiarity with Networks and Server operations

**Activities**      **Hamilton College Men's Varsity Indoor/Outdoor Track & Field Team**, *Member* (Winter 2009 – present)  
**Hamilton College Men's Varsity Football Team**, *Member* (Fall 2009 – 2010)

**Interests**      Cyber-security, chess, World Cup Soccer, travel (Caribbean islands, England, Ireland)

**SALLY F. BABBITT**  
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(315) 859-0000

EDUCATION	<b>Hamilton College</b> <span style="float: right;">Clinton, NY</span> Candidate for Bachelor of Arts degree, May 2012 Double Concentrations in Economics and Government GPA: 3.5 Dean's List: Fall '08, Spring '09, Spring '10, Spring '11 Senior Thesis in Economics: <i>Market Menaces: Hot Money, Derivatives and Herd Behavior in the Asian and Argentinean Financial Crises</i>
	<b>The University of Western Australia</b> <span style="float: right;">Perth, Australia</span> Junior semester abroad with coursework in business and anthropology (Fall 2010)
	<b>Wilton High School</b> <span style="float: right;">Pittsburgh, PA</span> Graduated with high honors, Class of 2008
RELATED COURSES	Microeconomics, Macroeconomics, Statistics, International Finance, Financial Market Theory, Globalization and Gender, International Relations, The European Union in World Affairs, HR Management Practices
WORK EXPERIENCE	<b>Weber Shandwick</b> <span style="float: right;">New York, NY</span> <i>Intern, Interactive Solutions – WSIS</i> (Summer 2011) <ul style="list-style-type: none"><li>• Reviewed consumer discussions online for WSIS client base and produced in-depth online conversation reports using PowerPoint twice weekly.</li><li>• Chosen from New York interns to analyze top blog sites for first extensive blog database based on research and writing skills; provided detailed evaluations of over 180 blogs.</li><li>• Helped coordinate client AIG online event; facilitated communication between internal client account team and IT staff; set goals for internal teams and reported weekly to client on production.</li></ul>
	<b>TopNotch Branding, LLC</b> <span style="float: right;">Pittsburgh, PA</span> <i>Intern</i> (Summers 2009 - 2010) <ul style="list-style-type: none"><li>• Created weekly production schedule using Excel; organized and systematized all client information, materials and projects for CEO; helped coordinate firm's relocation to new offices.</li></ul>
	<b>Ethiopian Children's Fund</b> <span style="float: right;">Aleltu, Ethiopia</span> <i>Instructor</i> (Summer 2008) <ul style="list-style-type: none"><li>• Taught students ages 5-15 in Ethiopia; introduced American school supplies and teaching methods; planned 12+ successful fund-raising events in U.S.; helped create and launch organization's website.</li></ul>
	<b>Shakespeare Royal Theatre</b> <span style="float: right;">London, England</span> <i>Publicity Office Intern</i> (Summer 2007) <ul style="list-style-type: none"><li>• Conducted research and compiled Theatre's first electronic catalog of playwrights from 1990 to 2004.</li></ul>
TECHNOLOGY	STATA, Factiva® trained, Internet, blogging, podcasting; skilled in BlogPulse®, Technorati®, Yahoo!, Google, Wordtracker® and Alexa® Search Marketing products; MS Word, Excel, and PowerPoint
LANGUAGES	Fluent in oral and written French; basic knowledge of oral and written Italian.
ACTIVITIES	<b>Hamilton Investments and Hamilton Finance Club</b> , <i>Member</i> (Spring 2009 – present) <b>Hamilton Action Volunteer Outreach Coalition</b> , <i>Site Coordinator</i> (Fall 2009/Spring 2010) <ul style="list-style-type: none"><li>• Coordinated over 30 Hamilton students and funds for the Utica's Zoo's Annual Easter Celebration.</li></ul> <b>Phi Beta Chi Sorority</b> , <i>Philanthropy Chair</i> (Fall 2009/Spring 2010); <i>Member</i> (Spring 2009– present) <b>Hope House</b> , Utica, NY, <i>Soup Kitchen Volunteer</i> (2009-2010)
INTERESTS	Podcasting, global currency markets, African culture and politics, windsurfing, tennis and travel.