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LAUREN RODDA: It's really nice to have a resume, because whenever you want to apply for a job, you look really prepared. And you're just like, bam, these are all my activities that are relevant and all of my experience. And you look really professional. And it's really a good start to your interview, or whatever you're going to start [INAUDIBLE] which we'll also talk about.

So this is an example resume. Obviously, Brad Pitt didn't write this for us. But this is what your resume should look like.

Now, there are some mistakes on this-- not mistakes, but stuff I would suggest you don't do. For example, this resume is two pages long. And it's really, really nice to have a one-page resume.

If you're applying for a job, the job interviewer guy will have gotten like 50 resumes. And if yours is two pages, he doesn't want to read it. So make it one page, and make it concise.

And the font's bigger on this, so you could probably make it into one page. It's OK to use fonts like 10 point font-- like small fonts-- as long as you do a good job of highlighting stuff. So I wrote up six really key parts of writing a resume. And after this I'll go around and try to help you guys start on your resume.

OK. First, make it one page. Really key. One page. It's nice. Concise. Put it in an outline format. So you're going to have, at the top, if you look at the Brad Pitt sheet, you're going to have your contact information. So you want it to be really obvious.

And then, you're going to have-- just some basic categories-- you're going to have your objective. So this will change depending on what job you're applying for. This resume is also really useful for applying to college.

Now, they're not going to ask you for a resume, but they will ask you to summarize your activities and stuff. So it's nice to have, even for yourself, to have this so you can look back and you're like, oh yeah I did all these things and look how cool I am.

So the categories you want to have are-- you're going to have objective. And then, education. Experience. And then you're going to have activities. And then skills. OK.

So today's session is going to be a little different. We will do some small group discussions. But today, we're trying to really give you some skills that you can start off with.

So from LTI's perspective, if you have a good idea that you think, I really want to start this student group to promote such and such, it's really good to talk-- when you're talking to adults, they think you're kids, right? And we are kids. But we're smart, right? And we can know what we're doing, and we can be professional about it.

So it's really nice to be organized. And this resume is a really good way to present your credentials and that you really are up to the task, whatever it may be. So, these are going to be your main categories.

So your objective is going to be what you want to get out of the job, for you. So here it says, seeking movie career.

So, on my resume, I was looking for research positions. So I said, looking for a research position in biology to gain skills in immunology. That was something I wrote. This is going to be personal, so you guys should be thinking about this.

And then, education. I don't know if you guys all have GPAs. You guys are in the middle of high school, so you won't have your final GPA. GPA is a nice number to have. It doesn't, necessarily, mean very much. So we have it down here.

You want to write whatever school you're in at the moment, so high school. And then, for example, for me, since I have high school and college, I'll put them both there. Once I'm a junior in college, I will no longer have my high school there, because it's less relevant.

You can include classes you've taken. So if you are applying for, I don't know, say you're applying for a research job, then I would put down, I took AP biology, or something. You know, whatever is relevant. Don't list all your classes. But if you've taken any standardized tests, also put them there.

It doesn't necessarily have to be fully, like, classes. Say you took an HHSP class. That was relevant. You can put that down there.

So resume writing. I think it's really annoying because you can't just write down your ideas in a bullet format. There's all these little things that you don't have to really know. But it's nice to have a bullet. Whatever your activity is. And then the place. And then, you're going to have

activity. Sorry. Date. Place.

Because it is important to be like, oh I took this really great class, but I did it three years ago-- it's a little different, you know? Or I took it last year, so that would good. OK. So that's objective. You won't have this for objective, this is for education.

All right, experience. This is going to be the bulk of your resume. And sorry to talk at you, right now. There's just a lot of information. So, experience-- so if we go back up here-- you want to include relevant experience and accomplishments.

This could be previous jobs, previous activities, clubs you've been in, any leadership positions you've had, and anything that you think is important to your development as a person and will be important to your skills and your contribution to whatever you're applying for.

So the way you write these statements is you're going to write a PAR statement. This is project, action, result. So you're going to say what it was, what you did, and the result, like what you accomplished.

And this should be done in a sentence, or two. OK. Really concise. It's really down to the bones of your experience. But you want to put as broad of the spectrum of your experience on this page as you can. And we'll work on PAR statements.

Use action verbs. Start every sentence with an action verb. So if you guys might help us out and let's brainstorm some action verbs. So an example would be analyzed, contributed, developed. Can you guys come up with some?

AUDIENCE: Led.

LAUREN RODDA: Led. That's good.

AUDIENCE: Lead. Past tense would be L-E-D. Of lead. You said lead. So the past tense would be led.

AUDIENCE: Oh it's L-E-D, yeah.

LAUREN RODDA: Oh yeah. OK. Thank you.

AUDIENCE: No problem.

LAUREN RODDA: Spell everything right, too. [INAUDIBLE] Followed. Think about what you're going to be writing about. So, jobs that you've had. Things you've contributed to. Yep.

AUDIENCE: Collaborated.

LAUREN RODDA: Collaborated. Let's get more specific.

AUDIENCE: Founded.

AUDIENCE: Initiated.

AUDIENCE: Shout it out.

LAUREN RODDA: Yeah, keep going.

AUDIENCE: Shout it out.

AUDIENCE: Pursued.

AUDIENCE: Say it. Don't be shy. Doesn't it feel so much better just to say it.

AUDIENCE: Shout.

LAUREN RODDA: [INAUDIBLE]

AUDIENCE: Discovered.

LAUREN RODDA: Discovered.

AUDIENCE: Organized.

AUDIENCE: Volunteered.

AUDIENCE: Now you're overwhelming her.

AUDIENCE: [INAUDIBLE] the R-E-D in discovered. C'mon now. Discovered?

LAUREN RODDA: Discovered.

AUDIENCE: I heard volunteered.

AUDIENCE: Volunteered.

LAUREN RODDA: That's good. Depending on what you're applying for, you could have an entire volunteering

and community service section, if it's applicable. Anything else? This is good, this is a good list. OK.

So you're going to start your sentence with-- oh OK. Just scratching. OK. So that's experience. So you should have 6- to 8 activities, but I mean as many as you have.

Activities. This can me more. So say you have work experience and stuff, you'd put it here. Activities is more like events you've participated in, or clubs you've been in. It doesn't have to be, necessarily, very applicable.

This, you can put hobbies in here. Employers and anyone you're working with likes to see that you have other interests. You're involved in other things.

AUDIENCE: Well-rounded.

LAUREN RODDA: Well-rounded is the buzzword of the day. So for example, for me-- we'll just keep going with the [INAUDIBLE] say I'm applying for a science job, then I could put in here, I play lacrosse. Which is not particularly relevant, you would think. But it just shows that I'm active. I'm part of a team.

You could also put, I'm taking an art class. You could put, just things you're interested in. I am really good at juggling. You would put, juggling. So that's activities.

Then, skills. We're almost done. Skills is stuff like, computer skills. If you're really good at using Microsoft Word. You're really good at using PowerPoint. You're really good at using Excel. Anything you think would help, or you think you'll have to use in whatever you're applying for.

Skills can also include languages. Languages are [? important. ?] If you're fluent in any languages, please, please, please put it on your resume. It looks really good.

Also, if you-- one last thing-- if you've traveled a lot, you can also put that on your resume under experience or activities-- probably activities-- and to what countries you've traveled to. [? A bit ?] more skills. So stuff like that, actual hard skills that you know. If you know how to program, then put it there. Stuff like that.

AUDIENCE: Question.

LAUREN RODDA: Yes.

AUDIENCE: Would you put extracurricular stuff under education or activities.

LAUREN RODDA: I would put it under activities. OK, random thing about education. Don't put your periods there. You could, but it's just-- yeah, don't put your periods down, is what I'm saying.

All right. And then just to finish up our six things. Be honest, not modest. So, make sure that you present yourself honestly.

Don't undercut yourself. Don't overpromote yourself. So don't use words like "achieved excellence" in something. You don't want to seem like--

AUDIENCE: Arrogant.

LAUREN RODDA: --arrogant, full of yourself. That being said, this is a piece of paper that's supposed to sell you. Now, I don't like to think of ourselves as pieces of meat. We are, in a biological sense.

Anyway, you just want to put yourself in a very good light. You want someone to be able to read this piece of paper before they even meet you and be like, wow, I'd really like to meet this person. I think this person would really be good for-- whatever you're applying for.

Last, but certainly not least, please proofread your resume. Nothing looks worse than when you misspell your name, or when you misspell some regular word. Just please proofread it. Have a parent proofread it. Have a friend proofread it. Really, really important.

Now, for the really boring stuff-- formatting. You really can do whatever you want. Just make sure it's kind of bulleted-- your headings, like objective and education, that they are obvious. You don't have to underline it. Just bold it.

Yes, you can use bolding and italicizing liberally for stuff. I would steer away from using font size changes, because you're going to want to use all 10 point font. Or, you may not. But don't make the titles like, 16, and then the writing like, 12. Just use bolding and stuff.

And otherwise, you can really do whatever. Just make sure it's really easy to look at. One thing that's not done very well on here is, you can see, the place is overlapping with the words.

This is really, you'd think, minor stuff, but it's nice to have a nice looking-- and you'll know when it looks nice. OK. Wow, really boring lecture, but it's important.

INSTRUCTOR: So, we're going to talk about interviews. So how many people have gotten an interview, or

done an interview? Nerve wracking? Never wracking?

AUDIENCE: My job is interviewing people.

INSTRUCTOR: Is it?

AUDIENCE: Kind of.

INSTRUCTOR: Were you interviewed?

AUDIENCE: Yes, I was.

INSTRUCTOR: Were you nervous or anything?

AUDIENCE: Not really.

INSTRUCTOR: No? Not really?

AUDIENCE: Kind of.

AUDIENCE: Natural at interviews? Yeah? No? Maybe? So interviews-- they're really stressful, for the most part, especially for college, if you're doing a college interview, which I recommend, or a job interview.

So the first thing I'm going to talk about is appearance. So when you walk in and meet the interviewer, the first thing they're going to see is you. They're going to see you.

And they want to see someone that's kind of good looking-- not good looking, sorry-- well dressed. And you don't want to be a slob.

AUDIENCE: [INAUDIBLE] [? clearly helps. ?] [INAUDIBLE]

INSTRUCTOR: So you don't want to be a slob. And the handshake, probably the most important thing. You don't want to grip them too strong, too tight. Yeah, a nice firm handshake, as Kenny said, is very important.

Then they're going to bring you into a room, or wherever you guys are meeting. Now that's probably the scariest part of an interview. And to avoid all that, you want to first, A, prepare a resume, so that you can send him or her, beforehand, or have one at the ready.

So when you're running out of things, the interviewer can look at your resume and be like, hey,

look, you've done this, this, this. Tell me about it. So that's also something handy.

Secondly, you can't predict what they're going to say to ask you questions, but in your mind start generating questions. I went to a college interview for Duke. So I was, sort of, in my mind, I was going, hmm, what would they ask me?

And the things were like, why did I apply to Duke? What do you see yourself doing here? Are you going to do any clubs, activities?

So it varies depending on what you're getting interviewed for. And when I was getting interviewed for a job, they asked me, why should you have this position? What qualifications do you have?

And, to back that up, I had my resume ready. So that really helped a lot. So a resume is really important.

And if you're in a setting that you're really nervous about and you can't really talk a lot-- so for me, I was at, for my Duke interview, I met my interviewer at Starbucks. So I get nervous when I talk to an interviewer. And the thing that controlled me, relaxed me, was I bought a coffee so that every time I was nervous, I took a sip of my coffee.

But I didn't constantly drink it, because that's kind of rude. And even offer to pay to get him a coffee, or her a coffee. And that really impresses the person. And it gets them on the good side if they're really cranky from the previous interview.

And for job interviews, have your resume. I can't stress enough, resumes are really important in this [INAUDIBLE]. They can look at it. They glance at you. And they'll have sort of a picture of you.

And if you send it in before hand, they'll start generating questions for you before they meet you. And that's how most of the interview questions are. So they look at a resume, and they'll be like, oh, this is very interesting, maybe I can build up on that.

And as you're replying to the questions, if you really don't know the answer to it, just take a minute, think it through. And then go on. Don't be like, well, I really don't know. That's not the answer they want to hear. They want to hear a full out, thought out, answer.

So if someone asks you to describe yourself, don't be cocky and arrogant and be like, oh, I'm

the best, blah blah blah. You just want to describe yourself like a normal person.

And interviews, they're more of a face-to-face talk, like you would talk to a friend. You don't want to be too much of a show off, and too little and be boring.

So you want to have an interactive talk. You don't want to bore the person and be like, oh I'm talking about me all day.

And sometimes, just fire questions back at him. At the end, they'll ask you, do you have any questions? Just fire questions back away. Be appropriate about the questions, as well. But don't be too nervous.

It's kind of awkward at the end when they go, do you have any questions, and you're sitting there like, no, not really. Just find something. Even find research. For job interviews, if you don't know what you're getting yourself into, research it online.

When I did my Duke interview, I looked up some stuff about Duke that I thought were really cool, just in case he asked me some questions about that.

And if you're doing a college interview, if they ask you why you're applying there, fire it back at them. Why did you apply there?

AUDIENCE: That's not a good answer to that question.

INSTRUCTOR: No, no, at the end. And find a little bit of information about him. You want to really have a face-to-face, friend-to-friend talk.

You don't want to have a boring interview, because an interview tells a person a lot about you. Because most people are looking for people that can communicate. So communication is a big thing.

And interviews are some way to help yourself communicate and know that you can communicate with a customer, or whatever you're applying for. And also, interviews are also another build up from your resume.

Once again, it's really important, because your resume only states a little bit about yourself, whereas, an interview, I like personally, because you can build off of your resume. Explain a little bit more, expand a little bit more. And that will get the interviewer impressed.

And at the end, thank the person for their time. And even if you didn't get the job, or if you got the job, or if you didn't get into the school, or you got into the school, send them a little thank you card. Or email them back.

But preferably, send them a thank you card. Mail it out to the person interviewing you, and that tells the person that you're really respectful, and so forth. So that's interviewing, in a nutshell.