



HOW TO WRITE A RESUME

WHAT IS A RESUME?

A resume is a brief summary of your experiences. Its purpose is to give potential employers an overview of your skills and experience and pique their interest in interviewing you. It does not need to be a complete history of everything you have ever done. It should be one page and highlight your most significant experiences and accomplishments. Resumes should be visually appealing, easy to read, concise, and **absolutely free of mistakes and typos!** Your resume creates the first impression a potential employer has of you, and, along with your cover letter, is your primary marketing tool.

FORMATTING

The format of your resume is nearly as important as the content. On average, employers spend no more than 15-30 seconds on your resume! Therefore it must be clearly laid out and easy to skim. Use **bold**, underline, or *italics* strategically and **consistently**. For example, if you decide to bold names of companies, you must be sure to bold **all** names. If you choose to underline your titles, do so throughout the entire document. In addition, if you bold too many items on the resume, then nothing will stand out, so use these highlighting tools sparingly.

The margins on your resume should be at least 0.5" top, bottom, left, and right, so that the document will print without errors. The resume should appear full, but not crammed. Do not type in a font size smaller than 10pt. Times New Roman, Garamond, and Arial are standard and acceptable font types. Avoid fonts which can be difficult to read and are not standard on every computer. Ensure everything is aligned properly and consistently on the resume.

RESUME STRUCTURE AND CONTENT

Use the resume examples in this fact sheet as general guides, but ensure to target your resume to a job or specific field of interest. There is no one right way to write a resume. However, it is important that your resume presents your experience and skills in a professional and positive manner. **DO NOT** use a Microsoft Word Resume Template which is very challenging to edit! Below are the typical sections to include on a resume:

Contact Information: Include your full name, address, phone number, and email address at the top of your resume. If you are currently a student, use your school email address. If you choose to use an alternative email address, it should consist of your name and/or your initials for easy recognition and professional appearance. Your name must be consistent on the resume and in all emails, letters to employers, etc, for example, do not use your Hebrew name in your email address, for example, then use a different name on your resume. Your name can be a larger font size than the rest of the resume so that it stands out (14-16pt font for your name, versus 10-12pt font for the rest of the document).

Objective (optional): Write a concise statement of intent indicating the type of position you are seeking. Long, vague statements are not appropriate. If you are open to multiple opportunities, you can remove the objective or create multiple versions of your resume with different objective statements.

Education: List schools attended in **reverse chronological order**. If you are early in your college career, you may want to include high school information. However, as you become more involved at Yeshiva and gain more experiences, you can remove high school from the resume.

- **GPA:** You should only include your GPA if it is over a 3.00. **DO NOT ROUND YOUR GPA!** A 3.66 is 3.66, NOT 3.7.

Honors and Awards: Choose those which you think add value to your resume, e.g., Dean's List or a special academic honor.

Study Abroad: List location and dates attended. You may include the name of the school if relevant.

Relevant Coursework (optional): List only courses relevant to the jobs for which you are applying. Do not include basic courses which would be obvious based on your major (e.g., if you are an Accounting major, do not include “Intro to Accounting” on the resume).

Experience: Begin by listing all of your paid and unpaid experiences in **reverse chronological order** even if you think the experience does not immediately relate to your career objectives.

- Include company name, city, and state, your title, and dates of experience. If you are still working there put starting month/year-present. For example, “May 2009 – present”.
- Describe your tasks and responsibilities using descriptive phrases. Start each phrase with an action verb that explains what you did and what you accomplished or achieved. Be specific and quantify wherever possible (e.g., “Increased fundraising efforts by 20% over the previous year.”) See our **Writing Impactful Resume Descriptors** guide on the next page. Experiences in which you are currently involved should be in the present tense. Experiences in which you are no longer involved should be in the past tense.
- Avoid pronouns and articles such as I, the, a, and an. Resumes are written with sentence fragments, not complete sentences. For example, you should write “Supervised group of 12 children in overnight camp,” instead of stating, “I supervised a group of 12 children in an overnight camp.”
- Consider separating experience into different section headings to highlight select positions you have held. For example, you can start with a section called Related Experience, Research Experience, Marketing Experience, or others targeted toward the industry you want, and then follow that with Additional Experience for positions that are less relevant, but still show important skills that you have developed. (**Note:** this technique is optional; you can list all positions under one heading called “Experience” as well)

Activities: List clubs, athletics, volunteer positions, community involvement, etc. If you held a leadership role in these organizations, you can title the section “Leadership Activities” as well. *All leadership activities should be verifiable by prospective employers and substantive enough to discuss in depth in the course of an interview.* This section can either be a list written in reverse chronological order or written in the same format as the experience section depending on your level of involvement.

Skills: Include computer skills, language abilities, and other relevant skills such as research or laboratory. Be careful how you rate your ability in a language; consider fluent, proficient, conversant, familiar, etc. **DO NOT EXAGGERATE.**

Interests (optional): Mention hobbies, travel, music, etc. Try to be specific, such as “reading biographies” instead of just “reading”; list no more than 3-4 interests, and be able to explain in an interview what you do or why you are interested in the subject. If you don’t have space for interests, you can leave this section out.

At first, don’t worry if your resume is more than one page. The most important aspect of the first draft is to get all the potential information down, so it can be edited. If you are a freshman or sophomore and feel like you have trouble filling a page, add information from high school. Once the resume is edited, however, it should **not** exceed one page unless you have extensive work experience and it is acceptable in your industry.

NEXT STEPS

Once you have a draft, bring it to the Career Center and a career counselor can help you edit it. Resumes usually take a few revisions or drafts to perfect, so be patient. It is always a good idea to have more than one person proofread your final version. In addition, **be careful** with computer tools such as Spell Check, which not only can miss typos on a resume, but also can accidentally change a word it does not recognize, such as the name of a company.

Once your resume is edited and proofread several times, you are ready to print it on resume paper. It is best to laser print and use white, off-white, or ivory resume paper.

Writing Impactful Resume Descriptors

The way in which you describe your activities greatly impacts how positively (or negatively) a resume reader perceives your application. Below are some guidelines for writing impactful activity descriptions on your resume:

1) Use **ACTION** statements.

Start each of your activity descriptions with an **ACTION VERB** that efficiently conveys your key task, activity, or responsibility. Do not use personal pronouns such as “I”, “me” or “my”.

Examples:

- **Provided** customer service to store patrons
- **Researched** and **produced** financial reports
- **Planned** activities for campers

2) Strengthen your descriptions with **QUALIFIERS / ADJECTIVES** that show **HOW** you performed your tasks well.

Examples:

- Provided **friendly, professional** customer service to store patrons
- Conducted **extensive** research and produced financial reports
- **Collaboratively** planned **fun, engaging educational** and **recreational** activities for campers

3) Qualify the **PURPOSE, IMPACT, or VALUE** of your activity by connecting the activity to its beneficial goal for the organization or customers.

Examples:

- Provided friendly, professional customer service to store patrons **ensuring a positive customer experience**
- Conducted extensive research and produced financial reports **to assist with investment decision making**
- Collaboratively planned fun, engaging educational and recreational activities for campers **in order to foster learning and camper engagement**

4) Where relevant, **QUANTIFY** the **SCOPE, ACHIEVEMENTS, or OUTCOMES** of your activities with concrete numbers.

Examples:

- Provided friendly, professional customer service to store patrons ensuring a positive customer experience, **and exceeding monthly sales goals by over 10% each month for six months.**
- Conducted extensive research and produced financial reports to assist with investment decision making, **resulting in over \$2.5 million in new investment activity**
- Collaboratively planned **more than 20** fun, engaging educational and recreational activities for **over 150** campers in order to foster learning and camper engagement

In summary, the best resume descriptors will have a combination of **ACTION VERBS**, supporting **ADJECTIVES**, as well as **NUMBERS** quantifying the **SCOPE, PURPOSE, or OUTCOMES** of your activities.

Resume Approvals in YU CareerLink and Resume Checklist

The Career Center's on-line job database, YU CareerLink, enables Yeshiva students to search for and apply to jobs, internships and other opportunities directly through its on-line interface. Students wishing to apply to jobs directly on the system will need to upload a copy of their resume to their YU CareerLink account. For details on how to do so, visit [here](#).

Because employer standards are very stringent, and any errors on the resume may lead to an applicant's rejection, all resumes uploaded onto the system are temporarily held in a virtual "Resume Bin" where they are then reviewed by Career Center staff prior to being approved for use on the system. The resumes are examined for any issues, gaps, or errors in content, format and style. Resumes with problems in any of these areas are sent back to the student, with instructions on issues to be fixed or revised.

It is ultimately the student's responsibility to ensure that their resume is free of errors, whether formatting, content, layout, or style.

Below is a checklist of items students should use to review their own resumes prior to submitting them on-line in order to ensure the greatest likelihood that they will be approved in a timely fashion.

RESUME MINIMUM REQUIREMENTS CHECKLIST

Layout and Design

- Use a standard font and size for the body that is easy to read (10-12pt)
- NO TYPOS on the resume (TIP: Use spell-check, and read the resume out loud to ensure there are no misused words)
- For undergraduate students, resume does not exceed one page in length
- Style and layout are consistent throughout the resume including consistent use of bullets, bold, italics, underline, hyphens, punctuation, and indentation. **(NOTE: Almost 90 % of resumes are first rejected due to inconsistencies in formatting, e.g. Periods at the end of some bullets but not others / different sized dashes in activity dates "-" vs. " – " / Dates or bullets not aligned evenly across sections**
- Margins are no narrower than ½ inch

Contact Information

- First and last name, address, phone number where you can be reached, and professional email address displayed clearly at the top of the page
- Contact Information: street address properly written (83rd St., New York, NY) and apartments written correctly (Apt. , City, State)
- Name is 14-16 point font size
- Don't use both parentheses **and** hyphens in phone number: (201)-267-7777 is wrong; (201) 267-7777 is correct or 201-626-7777 also fine

Objective (optional)

- Only included if it enhances the resume by making career goal clearer to the recipient
- Statement is brief and specific, stating interest in the field and/or position

Education

- Schools attended are listed in reverse chronological order
- Includes **full name of the school** and/or university (Yeshiva University, Yeshiva College) spelled out and the city and state of its location
- Uses the official degree name (Bachelor of Arts for SCW & YC, Bachelor of Science for SSSB)
- Major, minor, and concentration (if applicable) spelled out
- Includes GPA if it is above a 3.00 listed to the hundredths place.
- Indicates graduation date, anticipated graduation date, or dates attended (if not a degree granting program, i.e. study in Israel)

Experience

- Presents experience in reverse chronological order (most recent job/position listed first)
- Utilizes heading(s) such as “Relevant Experience,” “Related Experience,” and/or “Additional Experience” to organize and present most significant experience first. Note: this structure is optional
- Indicates the **name**, **city**, and **state** of each organization or company. Distinguishing markers such as bold, italics, and underline are consistent
- Lists **title** and **start/end dates** (month/year or semester/year –used consistently throughout the resume)
- Uses descriptive, bulleted (optional) statements demonstrating skills, accomplishments, and specific responsibilities. Each statement starts with an action verb, not an “I” statement. Full sentences are not used on the resume
- Uses **past tense verbs for past experiences** and **present tense verbs for current** experiences

Honors and Awards (optional)

- Specifies the complete name for each relevant award or honor, the granting organization, and the month/year of receipt

Activities/Extracurriculars

- Lists the correct name of each organization (does not use acronyms), leadership roles if applicable, and dates of involvement. May also include a brief description of tasks/accomplishments using action verbs

Skills

- Includes a brief list of computer skills such as Word, Excel, PowerPoint, QuickBooks, etc. (note: PowerPoint is ONE word with two capital “Ps”). Only lists computer programs if proficient. MS Office as a skill descriptor is insufficient, specific applications should be listed: i.e. “Microsoft Office: Word, PowerPoint, Excel, Access”
- Lists any languages spoken (other than English) and level of proficiency (Basic, Intermediate, Fluent)
- If applicable, lists laboratory skills or additional field-specific skills

Additional Information

- Does not include any of the following personal items: photograph, marital status, date of birth, social security number, citizenship status, gender, ethnicity, or religion
- Languages: English NOT listed, level of proficiency with other languages must be specified (Basic, Intermediate, Fluent)
- References not included within the resume. Resume should NOT say “References available upon request.”

DORA GOLDENBERG

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EDUCATION

Yeshiva University, Sy Syms School of Business, New York, NY
Bachelor of Science, May 2016
Major: Management
Study Abroad: Jerusalem, Israel, 2012-2013

Torah Academy, Lovely, NJ
High School Diploma, May 2012
Awards: Department Award in Art History; High Honor Roll, 2010-2011

COURSE PROJECT **Organizational Behavior, Fall 2013**

- Analyzed methods to increase employee morale during difficult economic times through interviews with various sizes and types of organizations
- Created plan to implement low budget employee incentive program
- Presented research findings and incentive program plan to a panel of human resources professionals

EXPERIENCE

Camp is Fun, Fabulous, PA
Counselor, Summer 2013

- Planned and implemented activities for group of campers ages 10-12
- Supervised 30 campers in overnight facility
- Collaborated with counselors and staff to develop original programs including theme nights, retreats, and off-camp outings

Lifeguard, Summer 2012

- Maintained pool area and supervised safety of swimmers
- Taught swim lessons to all levels and age groups

Self-employed, Lovely, NJ

Tutor, 2010-2011

- Facilitated student improvement in mathematics and reading comprehension skills
- Reviewed assignments and prepared student for exams; efforts resulted in student improving one full letter grade by end of semester

ACTIVITIES

NCSY, Lovely, NJ

Advisor, 2012-Present

- Coordinate activities and weekend retreats for high school students
- Act as mentor and provide individual guidance for difficulties related to relationships, academics, and familial pressures

Torah Academy, Lovely, NJ

Editor, 2011-2012

- Supervised team of seven students in creation of yearbook
- Wrote articles, edited text, and determined layout of book

SKILLS

Computer: Basic Word, Excel, and PowerPoint
Languages: Basic French; Intermediate Hebrew

RAFAEL EISENBERG

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EDUCATION

Yeshiva University, Sy Syms School of Business, New York, NY

Bachelor of Science expected May 2014

Major: Marketing

Major GPA: 3.98; Overall GPA: 3.45

Relevant Coursework: Market Research, Statistical Methods in Marketing, Marketing and Consumer Behavior

Study Abroad: Jerusalem, Israel, 2010-2011

MARKETING EXPERIENCE

X and Y Corporation, New York, NY, Summer 2013

Marketing Intern

- Developed new business plans for clients in collaboration with marketing team
- Conducted industry research and presented results in team meetings
- Analyzed data to determine best approach to target new business

Extra Good Wireless, New York, NY, Summers 2011 and 2012

Sales Manager (Summer 2012)

- Managed, trained, and motivated 10 sales associates in largest branch in New York State
- Developed new promotional campaign for store geared toward younger consumers
- Generated positive customer feedback and achieved high sales performance, resulting in commendation from Regional Vice President

Sales Associate (Summer 2011)

- Advised clients in purchasing cell phones and accessories by providing accurate and useful information
- Achieved highest sales totals for July 2010
- Arranged store displays for special sales and promotions

ADDITIONAL EXPERIENCE

Camp Super Children, Small Town, PA, Summers 2009 and 2010

Counselor

- Supervised group of campers ages 6-8 daily
- Developed and implemented lesson plans involving arts and crafts, sports, and teambuilding
- Monitored campers' behavior in cabins nightly

EXTRACURRICULAR ACTIVITIES

Treasurer, Marketing Club, Sy Syms School of Business, Fall 2011-Present

Member, Community Service Club, Yeshiva University, Fall 2011-Present

SKILLS

Intermediate Word, Basic Excel, Basic PowerPoint, Advanced Access

INTERESTS

Rock Climbing, Taekwondo (working toward Black Belt), Current Events, and Oil Painting

ELIAS SHAPIRO

418 West 126th Street, Apt. 2F, New York, NY 10029
(212) 123-3854 • eliasshapiro426@yahoo.com

EDUCATION

Yeshiva University, Yeshiva College, New York, NY

B.A. in Biology, May 2015

Concentration in Pre-Health Sciences

GPA: 3.62; Dean's List: All Semesters; College Service Award, 2013

Study Abroad: Jerusalem, Israel, 2011-2012

RESEARCH

Super Star Research, New York, NY, Summer 2013

Research Assistant

- Assisted in all aspects of NASA funded laboratory and microbiology research.
- Developed protocol for future applications and project maintenance.
- Performed aseptic techniques, maintained cell lines, ordered supplies, and wrote abstracts.

The Carafeller University, New York, NY, Fall 2012-Spring 2013

Research Assistant

- Conducted independent research project optimizing polymerase chain reaction for superantigens (Herpes Virus Saimiri, Mouse Mammary Tumor Viruses).
- Utilized laboratory skills such as polymerase chain reaction, agarose gel electrophoresis, and maintaining cell cultures.

EXPERIENCE

Yeshiva University, Yeshiva College, New York, NY, Fall 2013-Present

Laboratory Instructor

- Instruct 15 undergraduate students in General Biology.
- Teach laboratory and dissection techniques and grade assignments.

Bais Ezra, New York, NY, Spring 2013-Present

Direct Care Staff

- Certified by Approved Medication Administration Procedures (AMAP) in dispensing medication to developmentally disabled adults.
- Supervise residents' physical and emotional welfare.

Baltimore General Hospital, Baltimore, MD, Summers 2011 and 2012

Emergency Department Volunteer

- Assisted doctors with patient care and observed treatments.

SKILLS

Laboratory: Basic techniques in bacteriology, high performance liquid chromatography, maintaining arthropods, bacterial genetics, gas chromatography, titration, dissection techniques, sterile techniques

Computer: Word, Excel, PowerPoint, SPSS

LEADERSHIP

Campus Chair, NY Blood Services Blood Drive, 2013-Present

Secretary, Sigma Delta Rho, Science Honors Research Society, 2012-Present

Tutor, Yeshiva College Chemistry Department, Spring 2013

Student Representative, Yeshiva College Admissions Committee, 2012-2013

Staff Writer, *The Commentator*, Campus Newspaper, 2012-2013

ELIEZER LAUFER

(917) 222-3333

laufer@yu.edu

Current Address:

123 Lexington Avenue, Apt. 6B
New York, NY 10025

Permanent Address:

202 West Broadway
Washington, DC 20202

OBJECTIVE:

A full-time position in counseling at a social services organization.

EDUCATION:

Yeshiva University, Yeshiva College, New York, NY

B.A. in Psychology, May 2014

GPA: 3.42

Study Abroad: Jerusalem, Israel, 2009-2010

EXPERIENCE:

Counselor

June 2011-Present

Men's League Community Residence

Brooklyn, NY

- Provide direction and supervision to 12 developmentally disabled adults in group home
- Organize and run group recreational activities
- Teach and reinforce daily living skills through practical chores
- Aid residents in developing socialization skills and oversee hygiene maintenance

Child Care Worker

February-May 2013

Emanuel YMHA

New York, NY

- Assisted in program designed to teach effective parenting skills
- Created stimulating games and recreational activities to foster children's development
- Met with supervising social worker to review children's progress

Counselor

Summers 2011 and 2012

Boro Park YMHA

Brooklyn, NY

- Planned activities and implemented recreational and social programs for 30 campers
- Supervised group outings and ensured safety of all participants

Resource Room Tutor

August 2009-June 2010

Shulamith Elementary School

Washington, DC

- Provided individual instruction to learning disabled student in educational program
- Developed lessons and activities to stimulate learning

ACTIVITIES:

Vice President, Russian Club

August 2012-May 2013

- Plan and implement activities highlighting Russian culture for University campus
- Act as liaison between club and University administration
- Manage budget of \$2,000 and allocate funds

Coordinator, Volunteer Club

August 2011-May 2012

- Train and supervise volunteers at various community organizations
- Coordinate schedule and act as liaison between students and community organizations

SKILLS:

Languages: Hebrew (Fluent); Spanish (Conversational)

Computer: Advanced Word, Basic PowerPoint, and Basic Excel

INTERESTS:

Distance running, reading science fiction, and Thai cooking

NAOMI ROSEN

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OBJECTIVE

To obtain a teaching position within a Jewish Day School

EDUCATION

Yeshiva University, Stern College for Women, New York, NY

Bachelor of Arts in Political Science, expected May 2014

GPA: 3.72

Study Abroad: Jerusalem, Israel, 2010 – 2011

RELATED EXPERIENCE

NCSY of New Jersey, Teaneck, NJ

Advisor (August 2011 – Present)

- Provide mentorship for high school students
- Lead activities and programs during weekly meetings and outings

Camp Summertime, Wilderness, NY

Director of Programming (June – August 2013)

- Oversaw all programming for 50 teenage children in overnight camp
- Supervised five counselors and designated scheduling of all activities
- Developed and planned curriculum around Jewish learning

Stern College for Women, New York, NY

Tutor, English Department (January – May 2013)

- Aided students with writing skills, including editing both fiction and nonfiction essays
- Taught grammar principles and writing techniques
- Helped four students achieve a full letter grade improvement from previous semester

Alyn Hospital Pediatric and Adolescent Rehabilitation Center, Jerusalem, Israel

Hospital Clown (October 2010 – May 2011)

- Performed for and visited with ill children weekly

ADDITIONAL EXPERIENCE

Yeshiva University Cafeteria, *Server*, New York, NY, Fall 2012 – Present

Smith for Governor Campaign, *Volunteer*, Newark, NJ, October 2007 – November 2008

EXTRACURRICULAR ACTIVITIES

Torah Activities Council, *Secretary*, Fall 2013 – Present

Yeshiva Social Justice Club, *Member*, Fall 2011 – Present

PROFESSIONAL AFFILIATIONS

National Association for the Education of Young Children, Fall 2011 – Present

SKILLS

Word, Excel, PowerPoint, Adobe Pagemaker

(Sample Resumes for Alumni)

OLIVIA GORMAN

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EDITORIAL EXPERIENCE

Simon and Schuster, New York, NY

Associate Editor, Young Adult Fiction Department, 2009-Present

Assistant Editor, Young Adult Fiction Department, 2007-2009

Editorial Intern, Summer 2007

- Read over 10 manuscripts per week and present noteworthy manuscripts to editors.
- Conduct outreach to authors and agents; secured four contracts in 6-month time period.
- Maintain Excel spreadsheet, logging submissions.
- Select and arrange book reviews and author information for sales kits.
- Provide administrative support to editors in all aspects of book production.

The Putnam Group, New York, NY

Editorial Intern, Fall 2006-Spring 2007

- Evaluated book submissions and referred noteworthy books to appropriate editors.
- Coordinated company's contributions of book donations and selected material for specific ages.
- Created and managed libraries to ensure full representation of published books.
- Prepared samples for art, production, and sales departments in collaboration with Managing Editor.

Price Stern Sloan, Inc., Santa Monica, CA

Editorial Intern, Summer 2006

- Edited and tested children's books for publication.
- Discovered potential new writers for future projects through reading submissions.
- Presented story ideas and book concepts at editorial meetings.
- Corresponded with aspiring authors and replied to fan mail.

All Girl Productions, Burbank, CA

Creative Projects Intern, Summer 2005

- Coordinated between designers and editorial managers on two major book launches.
- Provided administrative assistance for team of five.
- Attended client meetings and took minutes to distribute to team.

COMPUTER SKILLS

Word, Excel, PowerPoint, Access, InDesign

EDUCATION

Yeshiva University, Stern College for Women, New York, NY

Bachelor of Arts, May 2007

Major: English; Minor: Art

G.P.A.: 3.87

Dean's List: 2009-2012

Activities: *The Observer*, Stern College Student Newspaper, *Assistant Editor*, 2006-2007; Yeshiva University Student Life Committee, *Committee Head*, 2005-2006

JONATHAN GOLD

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FINANCE EXPERIENCE

Goldman Sachs Asset Management, New York, NY

January 2011-July 2013

Analyst, Alternative Investments

- Performed qualitative and quantitative analysis on hedge funds to develop potential recommendations for investment committee meetings
- Advised Chief Risk Officer on the risk of open positions and liquidity measures for the firm's underlying investments
- Reviewed monthly marketing materials, investor statements, and market commentaries
- Supported a \$60 million credit and event-driven hedge fund by working with brokers, administrator, and prime broker to ensure the accuracy of the fund's positions
- Calculated daily, monthly, and year-to-date P&L for the fund's performance
- Worked with research analysts and traders to properly value securities held in their portfolios
- Performed over 100 Credit Default Swaps by ensuring completion of CDS contracts

Royal Bank of Canada, Toronto, ON

Summers 2010-2012

Summer Analyst, RBC Investor Services (Summers 2011 and 2012)

- Researched global securities lending trends and emerging markets and provided Global Head of Trading with analysis for various presentations and publications
- Performed competitive trade analysis which covered over \$3.1 trillion in assets under administration
- Uploaded information into the Proposal Automation Suite software program, enabling sales personnel to provide financial data to institutional clients efficiently
- Added value by analyzing billing system, utilizing Excel and Access, to identify lost client business

Strategic Initiatives Intern, RBC Global Services (Summer 2010)

- Collected and verified data based on tracking lost revenue from strategic clients; results impacted purchase price of joint venture between RBC and Dexia
- Reviewed legal contracts to ensure completion of documents prior to finalization of joint venture

PNC Bank, New York, NY

Summer 2009

Customer Service Representative

- Provided banking services to customers which helped increase and maintain repeat business
- Executed monetary transactions, mortgage referrals, and addressed customers' requests

PROFESSIONAL DEVELOPMENT AND LICENSURE

Series 7, 63

August 2010

Deloitte National Leadership Conference, New York, NY

July 2009

EDUCATION

Yeshiva University, Sy Syms School of Business, New York, NY

Bachelor of Science in Accounting, January 2011

GPA: 3.67; Dean's List 2006-2008; M. Schlessberg Accounting Society Alumni Award

LEADERSHIP

Mentor, **John Burke School of Education**

2009-2011

Captain, **Yeshiva University Soccer Team**

2008-2010

Member, **Business Leaders in Training**

2008-2009

Staff Writer, **The Commentator**, Yeshiva University Student Newspaper

2007-2009

SKILLS AND LANGUAGES

Bloomberg, Word, Excel, Access, and PowerPoint; Conversational French; Fluent Hebrew

ACTION VERBS

COMMUNICATION SKILLS

Advertised
Arranged
Articulated
Authored
Clarified
Collaborated
Communicated
Composed
Consulted
Contacted
Conveyed
Convinced
Corresponded
Debated
Defined
Developed
Directed
Discussed
Drafted
Edited
Enlisted
Explained
Expressed
Formulated
Incorporated
Influenced
Interacted
Interpreted
Interviewed
Involved
Joined
Lectured
Listened
Managed
Marketed
Mediated
Moderated
Negotiated
Observed
Outlined
Participated
Persuaded
Presented
Promoted
Proposed
Publicized
Reconciled
Recruited

Reinforced
Reported
Resolved
Responded
Solicited
Suggested
Summarized
Synthesized
Translated
Wrote

CREATIVE SKILLS

Acted
Adapted
Combined
Composed
Conceptualized
Condensed
Created
Customized
Designed
Developed
Directed
Displayed
Entertained
Established
Formulated
Founded
Illustrated
Implemented
Initiated
Instituted
Integrated
Introduced
Invented
Launched
Modeled
Modified
Organized
Performed
Planned
Revised
Revitalized
Shaped
Solved

DATA/FINANCIAL SKILLS

Administered
Adjusted

Allocated
Analyzed
Assessed
Audited
Balanced
Budgeted
Calculated
Computed
Conserved
Consolidated
Corrected
Determined
Developed
Estimated
Forecasted
Formulated
Managed
Marketed
Measured
Planned
Prepared
Programmed
Projected
Proved
Qualified
Reconciled
Reduced
Researched
Retrieved

HELPING SKILLS

Adapted
Advocated
Aided
Arranged
Assessed
Assisted
Clarified
Coached
Collaborated
Compared
Contributed
Cooperated
Counseled
Demonstrated
Educated
Encouraged
Ensured
Expedited

Facilitated
Familiarized
Guided
Helped
Mediated
Moderated
Motivated
Provided
Referred
Rehabilitated
Represented
Resolved
Supplied
Supported
Volunteered

MANAGEMENT SKILLS

Accomplished
Achieved
Administered
Analyzed
Appointed
Approved
Assigned
Attained
Compared
Considered
Consolidated
Contracted
Controlled
Converted
Coordinated
Created
Decided
Delegated
Developed
Directed
Emphasized
Enforced
Enhanced
Established
Executed
Generated
Handled
Headed
Hired
Implemented
Improved
Incorporated
Increased
Initiated
Instituted

Led
Managed
Mediated
Merged
Moderated
Motivated
Navigated
Negotiated
Organized
Overhauled
Oversaw
Planned
Prioritized
Produced
Recommended
Reorganized
Scheduled
Secured
Selected
Streamlined
Strengthened
Supervised

ORGANIZATIONAL SKILLS

Approved
Arranged
Assisted
Catalogued
Categorized
Charted
Classified
Coded
Collected
Compiled
Consolidated
Corrected
Corresponded
Distributed
Executed
Filed
Generated
Implemented
Incorporated
Inspected
Logged
Maintained
Monitored
Obtained
Operated
Ordered
Organized
Prepared

Processed
Provided
Purchased
Recorded
Registered
Reserved
Responded
Reviewed
Scheduled
Screened
Submitted
Supervised
Supplied
Standardized
Systematized
Updated
Validated
Verified

RESEARCH SKILLS

Analyzed
Clarified
Collected
Compared
Conducted
Consolidated
Critiqued
Detected
Determined
Diagnosed
Evaluated
Examined
Experimented
Explored
Formulated
Gathered
Implemented
Interpreted
Interviewed
Invented
Investigated
Located
Measured
Organized
Proved
Researched
Reviewed
Searched
Solved
Summarized
Systematized
Tested

TEACHING SKILLS

Adapted
Advised
Clarified
Coached
Communicated
Conducted
Coordinated
Critiqued
Developed
Displayed
Enabled
Encouraged
Evaluated
Explained
Facilitated
Focused
Guided
Implemented
Individualized
Informed

Instilled
Instructed
Motivated
Persuaded
Taught
Tested
Trained
Transmitted
Tutored

TECHNICAL SKILLS

Adapted
Applied
Assembled
Built
Calculated
Computed
Constructed
Converted
Debugged
Designed

Determined
Developed
Engineered
Installed
Investigated
Maintained
Operated
Overhauled
Programmed
Regulated
Remodeled
Repaired
Replaced
Restored
Solved
Specialized
Standardized
Studied
Upgraded
Utilized