

Resume Writing Handbook



**Professional Experience
& Career Planning**
C.W. Post Campus/Long Island University

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Resume Writing Handbook

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Preface

Welcome!

If you are reading this book you are about to embark on one of the most challenging but ultimately rewarding experiences in your career development. You are about to learn how to write your resume.

Most people feel overwhelmed when they think about writing a resume. There is a lot to think about concerning your life. Some people dislike thinking about the past -- especially if they need to think about a job they absolutely hated. On the other hand, consider taking the time to reflect on the accomplishments you have made through your education and your work experience. Remember that seemingly insignificant work experiences have afforded you marketable skills that can be generalized to many other careers.

As you write your resume, use this how-to book as a guide. It will help you plan your resume's content and format. However, this does not mean that every person who reads this manual should have an identical resume. Remember that your unique individual experiences will set your resume apart from the person's next to you; and the way you arrange this information will be personal and ultimately the best picture of you and of your experiences.

Now get ready . . . it's time to write . . .

What is a Resume?

A resume is a written communication designed specifically to convey to an employer why you should be hired. Consider it your personal marketing instrument. A good resume will help open the door to an interview.

REMEMBER:
The purpose of the resume is to help you get
the interview!

General hints to keep in mind:

- Use concise language. Eliminate all extraneous words. Frequently, direct and indirect articles such as “the” and “a” should be omitted. In addition, leave out personal articles such as “my”, “me” or “our.”
- Use a legible, 11 or 12 point font. The style of font you choose is one way to give your resume flair and personality. However, we recommend a fairly conservative font, especially if applying for a job in a conservative field.
- Keep your margins between .5”-1”. Margins should be the same on all four sides.
- Minimize or omit anything that is irrelevant. Personal and high school information should not go into a resume. Stick to facts, leave opinions and beliefs about your personal qualities for the cover letter.
- Select and order the major categories (e.g., Work Experience, Education) so that the most relevant information is near the top of your resume where it will receive the majority of the reader's attention. This applies to the statements under each employment entry -- order your statements so that the most relevant and impressive duties and accomplishments are near the top of the bulleted list or paragraph.
- Your resume *must* be free of typographical and grammatical errors. Pay special attention to the proper use of capitalization and punctuation. When writing the names of school subjects, do not capitalize the first letter unless they are incorporated in the title of a course (e.g., math ; Principles of Math). *All* languages are capitalized.
- There is no single correct way to write a resume. Each person will have a unique way to present the information. Therefore, you may receive conflicting advice if you ask several people for their opinions. We suggest you use a single qualified person (such as a PEP counselor, of course!) to critique your resume.
- Print your resume on 22-25 lb. cotton bond paper. Stick to conservatively colored paper. Always use a laser printer. Digital photocopies may be made from a laser-printed original copy.
- The length of your resume will usually be one page but no longer than two pages. It is typical for someone who has many relevant work experiences and accomplishments to have a 2-page resume. This is especially true for education and social science majors due to their multiple required internship experiences. If your resume is two pages long, make sure your name is on the top of the second page.

To Bullet or Not to Bullet . . .

Resumes usually come in two styles: *bulleted* form or *paragraph* form (examples are provided in the **Resume Sample** section). In the bulleted form, each statement will have its own line with a bullet at the front. In paragraph form, your accomplishment statements are linked together one after the other as you would arrange a paragraph.

Which is better? Like all of resume writing, there is no one right way to arrange a resume. However, to decide on which format to use consider the following:

- Would you like to highlight each statement individually? If so, use bullet form.
- Do you have a lot of space to fill? If so, again use bullet form.
- Do you have a lot of information (even after all nonessential information has been removed) but not enough space? Use paragraph form.
- Think about aesthetics . . . you might just like the look of one form over the other. Some think bulleted form is easier to read, others think paragraph form looks more professional . . . you need to decide which form represents you best.

Electronic Resumes

In this age of technology, you may need to submit your resume electronically. If you are sending the resume via e-mail as an attachment, you can follow the directions in this manual as there will not be any variations in the content. In addition, many companies will now scan resumes into their computer and ask the computer to select resumes based on certain specifications. Be sure to include your resume as an attachment and not as text in the original e-mail.

However, if you are sending your resume as an e-mail document or as a file that will be displayed on a web page there may be display and formatting issues.

Due to variations between Internet browsers and e-mail applications, the display of your electronic resume will vary. To have your electronic resume comply with most variations between applications please consider the following tips:

- Use a font size that is between 12 and 14 points
- Set your left margin at 0 and your right margin at 6.5
- Use standard fonts such as Arial, Universe, Times, Palatino or Courier
- Use the structured resume format that we have provided for you
- Use “jargon” or “buzzwords” specific to your industry
- Spell out any acronyms
- Use words that describe your experience in a concise and accurate manner. Be specific in describing your skills
- Use white paper printed on one side only. Avoid folding the resume.
- Use more than one page if necessary
- Give each work experience a separate paragraph
- Single space lines within paragraphs
- Do not abbreviate, use italics, underlining, shadows or reverse type
- Do not use bullets (asterisks or hyphens are OK), parenthesis or brackets
- Do not use vertical or horizontal lines, borders, boxes or graphics
- Do not use compressed lines of text
- Do not use vague or excessive descriptions of your experience

Contact Information

- Your name and contact information belong at the very top of your resume. Here you can be a little creative regarding the set up of what will essentially be your letterhead. This can be another way to personalize your resume and make it unique. If you choose to be creative, make sure the text is legible and the format is easy to read. Do, however, try to stay away from outlandish designs and remember a certain amount of conservatism applies.
- Your name should stand out. Make your name at least two font sizes larger than the resume text. For example, a 12-point font resume will have a 14-point font name. You may also use all capitals and/or bold.
- You may include more than one address if you have a temporary (school) address and a permanent address.
- Include your e-mail address if you have one and only if you check it regularly. You do not need to label your email address with "E-mail:". If you are sending your resume as a hard copy (by fax or regular mail) always remove the hyperlink from the e-mail address. To do this, right click on the e-mail address, choose "hyperlink", then "remove hyperlink."
- Below, or next to, your addresses include your telephone numbers. Include your work number only if receiving a telephone call from a potential employer will not be a problem.
- If your telephone numbers are connected to answering machines, be sure to have a professional sounding greeting. State your name or phone number in your outgoing message and do not have any loud noises or music audible in the background.
- Do not include a cell phone number, unless it is the **ONLY** way you can be reached. You do not want an employer to call you at a time when it is inconvenient for you to speak or when the connection is not clear.



The Career Objective

The career objective is a brief statement, usually one sentence, describing the position you are seeking. Your objective must be clear but not too broad to suggest lack of a career focus and not too vague to suggest lack of direction. Remember too, that you can change your objective to fit each different position to which you will apply. Other points to consider are:

- The objective should explain what you can do for the company, *not* what the company can do for you -- this, remember, is the whole purpose of a resume. Avoid jargon or cliches such as "challenging, rewarding career", "growth oriented firm", or "to work with people". Many times, cliches and jargon just state the obvious.

**Remember: The resume explains
what you can do for the organization,
not what the company can do for you!**

- Writing a good objective can be difficult. If you are having difficulties, it could be because you are uncertain about your career direction. If so, it's best to visit the PEP office and work with a career counselor who can help you define your goals.

Examples of objective statements:

Good: Product management position in the pharmaceutical industry

A position involving analysis, design, and implementation of management information systems

A position as school guidance counselor

Entry-level position in human resources with generalist responsibilities

Poor: To pursue a challenging, rewarding career with a growth oriented firm directly working with people

The Summary

The *Summary* is an optional section, usually used in place of the objective to highlight your most important skills and credentials. The summary is particularly advantageous for individuals who want to emphasize achievements that date back many years and therefore may get buried at the end of the resume. The summary can also help highlight the skills and qualifications of someone who wants to change careers to a field in which they have little experience, but have skills from other jobs that can cross over into the new field.

Two to five brief powerful sentences are sufficient. For example:

Two years experience as a human resource professional. Comprehensive knowledge of recruitment, policy implementation, benefits administration, and performance management. Involvement with labor relations issues.

Certification

This section of the resume is important for certain fields and occupations such as, but not limited to, Education, Psychology, or Social Work. For most fields, the type of certification, the state in which you are certified, and the year you obtained the certification is the minimum information necessary. Please note that educational certification is conferred only in the months of February and September, so those are the only two months that should be listed as certification dates. Therefore, if you will have met the certification requirements by May, you will list September of that year as your certification date.

Below are a few examples of a certification entry for a new graduate of an education program:

New York State Initial, Childhood Education, grades 1-6, September 2004
New York State Initial, Secondary Social Studies, grades 7-12, February 2005
New York State Initial, Students With Disabilities, 1-6, February 2005
New York State Provisional, School Counseling, N-12, September 2003

Here is an entry after professional certification is earned:

New York State Professional, Childhood Education, grades 1-6, September 2004

It is acceptable to have your certification date listed as a date in the future, as long as you are relatively certain that you will be certified by the date stated.



Education

The *Education* section will illustrate your academic career. Here are guidelines to follow:

- List degrees in reverse chronological order -- most recent degree first. Omit high school.
- If you are still pursuing your degree, you may list it in the same way as shown below, with your expected date of graduation stated. You do not need to include phrases like “expected date” or “anticipated date.”
- Include colleges from which you transferred only if you received a degree.
- If you are a recent graduate, many employers will expect to see your GPA on the resume. However, if your GPA is less than a 3.0, you can choose to omit it. If you have more than one degree, it is okay to list a GPA for the more recent degree and not the other if meeting the GPA guideline is not possible for both.
- The education section need not be restricted to formal degree programs. For example, certificates, minors, or other educational programs and workshops may be shown.
- Relevant coursework may be added to the *Education* section or it can be added to its own section. Significant courses related to a career goal which would not typically be associated with your major would be appropriate. For example, if your MBA concentration was finance but you took advanced courses in management information systems, you may want to list such coursework since it is likely to distinguish you from others with your degree. Listing coursework can also be useful to career changers to emphasize new skills.
- If you have financed your education through full or part-time work or scholarships, you may want to make a statement to that effect.
- The *Education* section can be placed either before or after the *Experience* section. Typically new graduates place this section first. However, if you have been working, and especially if your current job has skills and duties related to the job you seek, you may place your educational experience after your work history.
- Following is a list of *Education* entries examples:

Bachelor of Arts in Psychology, January 2003
Long Island University/C.W. Post, Brookville, NY

LONG ISLAND UNIVERSITY, C.W. POST CAMPUS, Brookville, NY
Master of Science in Nutrition, January 2003

Whichever way you choose to set up this section make sure you are consistent. This applies to the entire resume.

Always be consistent!

Honors and Awards

If you have three or more honors/awards, make a separate category. Otherwise, you may omit this category and add your honors and awards to your *Education* section.

Examples:

Honors and Awards

- Magna Cum Laude, Dean's List, Academic Performance Award
- Delta Mu Delta (Business Honor Society)

Honors and Awards Magna Cum Laude, Dean's List, Academic Performance Award, Delta Mu Delta (Business Honor Society)

Experience

In this section, you will list your past work experience under headings such as:

- **Work Experience**
- **Professional Experience**
- **Relevant Work Experience**
- **Additional Experience**
- **Teaching (Counseling, Computer, Business, etc.) Experience**

This section will have entries that contain the following information:

- Name of business and location of business (city and state only)
- Your title while employed there
- The dates of employment (months and years only)
- A listing of duties and accomplishments in bulleted or in paragraph form

The goal of the *Experience* section is to convey your responsibilities in a way that presents them as accomplishments and skills. To do this effectively, you will need to write concise but complete statements about your most important duties and accomplishments at a particular job.

Experience does not only include full-time employment. It also includes part-time employment, internships, significant volunteer experiences, or summer work. Keep in mind that entries such as internships and volunteer work may have their own heading depending on their significance.

**Always arrange your resume in
reverse chronological order!**

Always be consistent in each employment entry. For instance, if you bold your job title in the first entry, all subsequent entries will have their job title bolded. Consistency in a resume makes it easier to read (especially if an employer is reviewing a stack of resumes).

Example:

WORK EXPERIENCE

Intern, January 2002 to present

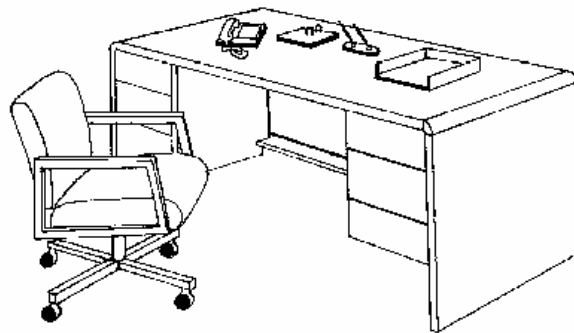
ABC Widget Factory, Ltd., Willy Wonka, NY

- Create widgets by hand utilizing special tools of the trade
- Organize widgets by size and shape according to company made diagram
- Motivated co-workers to increase production by 25 percent last year

Head Digger, January 1999 to December 2001

Bedrock Fossil Quarry, Inc., Montgomery, MT

- Excavated fossils of all dinosaur types in nation's top fossil quarry
- Coordinated and supervised digging crew of 100 people
- Won award for most fossils dug in a day
- Handled approximately 150 fossils per week



Accomplishment Statements

The employment entries above (in bulleted form) contain *accomplishment statements*. Accomplishment statements convey your ability to make things happen, solve problems, make money, cut costs, etc. These statements are the crux of your resume.

Attempt certain things in writing your accomplishment statements:

- Use action verbs (see next pages). Action verbs will convey pictures of you doing something. Use words that will present you as taking initiative, being creative, and accomplishing a goal. Avoid phrases like, "Responsibilities are," or "Duties include".
- In using your action verbs, make certain that you use the correct *verb tense*. If your employment entry is in the present (for instance, a current job) be sure the verb reflects that you are still performing the duties. If the employment entry is for a past job, the verbs ought to be in the past tense. The only exception is an accomplishment statement in a current job that reflects a duty or success performed only once (for instance, "increased sales for 1999 fiscal year").
- Try to quantify your action. How large was the budget you balanced? Certainly a budget of \$5.00 will be easier to balance and organize than a budget of \$5,000,000. How many students did you teach? Usually teaching 30 students is more of a challenge than teaching 2 students. Quantifying adds to the mental picture of your accomplishments.
- Use the *buzzwords* of the field in which you intend to work. For instance, "multidisciplinary" or "person-centered" for psychology, and "multi-sensory teaching" or "cooperative teaching" for education will brighten and enhance the mental picture you choose to create for your reader. Buzzwords trigger assumptions and generalizations of your skill in the mind of the reader thus making it easier for them to create the mental picture.
- Avoid beginning your statements with "assisted with". This is a passive statements that does not accurately reflect your accomplishments.

Examples:

Good: Managed office operations and staff of twelve.

Better: Managed sales office operations and staff of 12 to record productivity.

Good: Taught unit on self-discovery.

Better: Taught unit on self-discovery using magazine articles, short stories and poems to a class of 15 fourth graders.

Good: Counseled clients in mental health facility.

Better: Counseled caseload of 5 clients using treatment plans based on a person-centered approach at a community mental health facility.

Good: Assisted teacher with lessons plans.

Better: Created lab portion of biology lesson.

Action Verbs

Accelerate	Conceptualize	Eliminate
Achieve	Condense	Emphasize
Act	Conduct	Enable
Adapt	Conserve	Encourage
Address	Consider	Engineer
Administrate	Consolidate	Enlist
Advertise	Construct	Entertain
Advise	Consult	Establish
Advocate	Contact	Estimate
Aid	Contract	Evaluate
Adjust	Contribute	Exceed
Allocate	Control	Execute
Amend	Convert	Expand
Analyze	Convey	Explain
Answer	Convince	Explore
Apply	Coordinate	Express
Appoint	Correct	Extract
Appraise	Correspond	Fabricate
Approve	Counsel	Facilitate
Arbitrate	Create	Familiarize
Arrange	Critique	Fashion
Articulate	Customize	File
Assemble	Debate	Focus
Assess	Debug	Forecast
Assign	Decide	Formulate
Assist	Define	Fortify
Attain	Delegate	Furnish
Audit	Deliver	Further
Author	Demonstrate	Garner
Authorize	Describe	Gather
Award	Design	Generate
Balance	Detect	Govern
Begin	Determine	Guide
Broaden	Develop	Handle
Budget	Devise	Head
Calculate	Devote	Help
Chair	Diagnose	Hire
Clarify	Direct	Host
Coach	Discuss	Identify
Collaborate	Display	Illustrate
Collect	Distribute	Implement
Combine	Document	Improved
Communicate	Draft	Incorporate
Compare	Draw	Increase
Compile	Edit	Individualize
Complete	Educate	Influence
Compute	Elect	Inform
Conceive	Elicit	Initiate

Inspect
Install
Instill
Institute
Instruct
Integrate
Interact
Interpret
Interview
Introduce
Investigate
Invent
Involve
Issue
Join
Judge
Launch
Lead
Lecture
Legislate
Leverage
Liaison
Limit
List
Listen
Locate
Log
Maintain
Manage
Market
Measure
Mediate
Merge
Moderate
Modify
Monitor
Motivate
Negotiate
Offer
Operate
Order
Organize
Outline
Overhaul
Oversee
Participate
Perform
Persuade
Pioneer
Plan
Prepare

Present
Preserve
Preside
Prevent
Prioritize
Process
Produce
Program
Project
Promote
Propose
Provide
Publish
Purchase
Qualify
Quantify
Query
Recommend
Reconcile
Record
Recruit
Rectify
Reduce
Reference
Register
Regulate
Rehabilitate
Reinforce
Remodel
Reorganize
Repair
Replace
Report
Represent
Research
Resolve
Respond
Restore
Result
Retrieve
Revamp
Review
Revise
Revitalize
Route
Schedule
Secure
Select
Serve
Service
Shape

Simplify
Simulate
Sold
Solicit
Solve
Spearhead
Specialize
Standardize
Stimulate
Streamline
Strengthen
Study
Succeed
Suggest
Summarize
Supersede
Supervise
Supply
Support
Surpass
Survey
Synthesize
Systemize
Teach
Terminate
Test
Trace
Train
Transfer
Transform
Translate
Transmit
Tutor
Unify
Upgrade
Use
Utilize
Validate
Volunteer
Write

Professional Affiliations & Memberships

In this section, you will list the various professional organizations, clubs, or extracurricular activities in which you may be involved. Include the title of the organization and special responsibilities or titles that you held.

Activities

You may also wish to include unique life experiences or hobbies to make your resume more personal. Entries of this type may include such activities as extensive travel, or accomplishments in music. When adding entries such as these, be sure you are able to talk about them adequately and completely if they come up in the course of the interview.

A special word of caution about references to religious or political affiliations ...

Unfortunately, there are interviewers with biases to certain ideologies and people. You may choose to keep political/religious entries off for this reason. On the other hand, if a particular employer has such a bias, then one may not want to work for that employer. The choice is always yours whether to add these entries to your resume. It may take some thought about your own convictions regarding this matter. This does bring up a fourth law:

**When in doubt . . .
Leave it out !**

If you are not sure how to represent something in your resume, or if something just outright does not feel like it should be there. . . leave it out! Remember that your resume may be the agenda for the interview and anything on the resume is fair game for the interviewer to ask about. You do not want to get caught not being able to speak about events or experiences in your own life. And most of all, the fifth law...

**NEVER, under any
circumstances, lie on your
resume!**

Skills

You can label this section various things depending upon the entries in it. It can be simply *Skills*, or *Computer Skills*, or *Language Skills*, or *Technical Skills*, or whatever else represents the entries appropriately. You may add any skills to this section that will be relevant to the job you seek.

When speaking of language skills, try to qualify your talent. Are you *fluent*, or do you have *conversational knowledge* of a language? Also, is your language skill in spoken form, written form, or both? Make sure you do this for each language you know.

When writing about computer skills use one of four phrases to characterize your level:

- **Proficient in** -- means you can do just about anything with a particular application
- **Working knowledge of** -- means you can use an application at an intermediate level
- **Knowledge of** -- means you are a beginner on a particular application
- **Exposure to** -- means you know of the application, you have seen it in action, but you have never worked on it

Feel free to list all relevant computer hardware and software you know (especially if you are majoring in a technology related field!). It is recommended that only the latest versions of the application be mentioned unless an employer is looking for experience in a particular version of the software.

Example:

Computer Experience

Proficient in MS Word and PowerPoint; working knowledge of Excel, Internet navigation, e-mail; knowledge of Quicken; exposure to MS Access

or

Computer Experience

- Proficient in MS Word and PowerPoint
- Working knowledge of Excel
- Knowledge of Quicken
- Exposure to MS Access

References

Traditionally, the last line of a resume states (in whatever form fits your resume style):

References available upon request

If you have a portfolio, you may add, "References and Portfolio available upon request." However, these are optional statements and need not be added, especially if space does not allow for them. An employer knows that you will supply references if you are asked to, regardless of whether or not it says so on your resume.

When collecting references **be sure you first ask the reference if you may use him or her!** This avoids surprises and prevents possible poor reference calls. Give your references an updated copy of your resume so they can become more familiar with your experience and know how you have presented yourself.

Never immediately hand an employer your references. Have them on a separate sheet to give when requested. Below is an example of a reference sheet:

Your Letterhead
Reference 1
Job title
Address
City, State, ZIP
Phone
Email if available and if reference wishes it to be used
Reference 2
Job title
Address
City, State, ZIP
Phone
Email if available and if reference wishes it to be used...etc.

Credential File Information

If you are an Education major and have created a credential file with Interfolio.com, or a school's career center, you should include the appropriate contact information on the resume. This section will be used instead of the traditional "References available upon request" and may look like this:

Credential file available from Interfolio.com

There are other ways to format this information. Please see the sample resumes at the end of this workbook.

The Functional Resume

A functional resume focuses attention to the skills, talents and accomplishments you have, unlike the chronological resume which focuses on job titles, employer names or dates. It is used most often by job seekers who are changing careers, returning to work after a long absence, or who want to de-emphasize a recent employment situation. For example, a teacher who wishes to find work as a stockbroker may use a functional resume to highlight her organizational, communication and presentation skills. Please see the sample functional resumes in the back of this workbook.

Some job seekers choose to use a combination chronological/functional resume, which is helpful for job seekers with some relevant experience.

**Be sure that
YOUR RESUME represents YOU
in the best possible way;
and be sure that YOU are comfortable and
knowledgeable with the style, form, and
wording of the information on
YOUR RESUME.**

Sample Resumes

MARSHA COOPER

15 Birch Place
Valley Stream, NY 11580
(516) 263-5867
mcooper@aol.com

- OBJECTIVE** A staff accountant position with emphasis on auditing
- EDUCATION** Long Island University/C.W. Post Campus, Brookville, NY
Bachelor of Science in Accounting, May 2003
- Nassau Community College, Garden City, NY
Associate of Arts and Science in Accounting, December 2001
- EXPERIENCE** **H & R Block/VITA**, Valley Stream, NY
Tax Preparer, January 2000 - June 2002
- Prepared individual income tax returns for a highly diverse clientele, including the economically disadvantaged.
 - Acquired substantial knowledge of tax laws and IRS procedures.
- Custodial Trust Company**, Garden City, NY
Assistant Accountant, March 1999 - January 2000
- Analyzed financial statements, prepared bank reconciliations, posted general ledger and investment fund accounts.
 - Collaborated on the design of a new billing system.
 - Billed clients and accurately maintained accounts.
 - Computed net equity reports and trading funds.
- The Bank of New York**, Valley Stream, NY
Bank Teller, February 1998 - March 1999
- Efficiently and courteously satisfied customers' banking needs.
 - Diplomatically handled account inquiries and expeditiously resolved discrepancies.
 - Handled a high volume of requests for cash disbursements, cash receipts, certified checks, opening and closing of accounts, and vault and drawer audits.
- Nassau Community College**
Career Placement Office, Garden City, NY
Administrative Assistant, September 1999- December 2001
- Answered phones, scheduled appointments, and inputted student information into computer system.
- COMPUTER SKILLS** Proficient in Excel, Lotus 1-2-3, Q&A, Paradox, Statistix, WordPerfect, Word, and Internet navigation
- PROFESSIONAL AFFILIATIONS** American Accounting Association
- LANGUAGE SKILLS** Conversational knowledge of Spanish

Roger Taylor
134 Futura Drive
Huntington, New York 11743
(516) 555 – 1212
rtaylor@yahoo.com

OBJECTIVE **Pharmaceutical Sales Representative**

EDUCATION Long Island University/C.W. Post Campus, Brookville, New York
Bachelor of Arts in Biology, January 2003
GPA 3.4, Dean’s List, Merit Fellowship

RELATED COURSEWORK **Science Courses:** Microbiology, Chemistry, Human Anatomy, Human Physiology, Biology of Cancer, Genetics

Business Courses: Marketing Principles and Practices, Principles of Management, Business Law

EXPERIENCE **IOMED Surgical Supply**, Smithtown, New York
Customer Service Representative, March 2000 – present

- ◆ Provide customers and over 30 sales representatives with product and service information.
- ◆ Compile and distribute direct marketing materials, including sales brochures and product sell-in materials.
- ◆ Identify and analyze competitive pricing structures to be presented as part of semi-annual sales manager meetings.
- ◆ Prepare monthly sales report using Microsoft Excel.

Sears, Roebuck and Company, East Northport, New York
Sales Associate, November 1998 – February 2000

- ◆ Provided customer service in a high volume housewares department.
- ◆ Supervised and trained two new associates.
- ◆ Opened new accounts and conducted credit checks.
- ◆ Received “Employee of the Month” award in April 1997 and December 1997.

Six Flags Great Adventure, Jackson, New Jersey
Manager, Great Adventure Shops, May 1997 – September 1998

- ◆ Managed three stores with a combined annual sales volume of over \$15 million.
- ◆ Approved payroll and scheduled over 40 sales and stock associates.
- ◆ Trained new associates on register systems and product knowledge.

COMPUTER SKILLS Proficient in Microsoft Word, Excel, PowerPoint, Internet navigation, and e-mail.

REFERENCES Available upon request

Peter Onassis

618 Green Street, Westbury, NY 11590 (516) 997-2145 PO@liu.com

OBJECTIVE Seeking an entry-level position in Marketing or Market Research.

EDUCATION **Bachelor of Science in Business Administration**, May 2003
Long Island University, C.W. Post Campus, Brookville, N.Y.
Major: Marketing
Major G.P.A. 3.6 Overall G.P.A. 3.2

COURSEWORK

Advertising	Consumer Behavior
Marketing	Direct Marketing
Sales Management	Organizational Behavior
Business Law	Intermediate Accounting
Quantitative Analysis	Marketing Research

COMPUTER SKILLS Proficient in WordPerfect 6.1, Word, Excel, Lotus, PowerPoint, Print Shop Deluxe, Page Plus, Internet navigation and e-mail.

INTERNSHIP EXPERIENCE **WNBC Television Network**, New York, NY
Intern, Marketing Research Department (9/01 - Present)

Assist account executives in sales and promotion of spring season programming. Compile Arbitron & Nelson ratings information. Respond to viewer telephone inquires and comments. Create weekly marketing report.

National Communications Association, New York, NY
Sales Internship (5/00 - 8/01)

Created weekly sales reports. Organized company brochures for direct mail. Provided extensive customer service. Attended sales department meetings. Organized and maintained inventory.

RELATED EXPERIENCE **American Marketing Association**, L.I.U., C.W. Post, Brookville, NY
Vice President of Chapter (9/00 – 5/02)

Increased membership through targeted mailings, coordinated guest speaker presentations, assisted with chapter fundraising, and created weekly advertisements for college newspaper. Created award-winning booth for Tampa conference.

INTERESTS Restoring classic automobiles, hiking and photography.

REFERENCES Available upon request.

ELENA RUIZ
148TH Street ~ Hempstead, NY 11111 ~ (516) 555-1212
ER@liu.com

This is an
example of
a functional
resume.

OBJECTIVE

An entry level editing position in the magazine publishing industry

EDUCATION

Bachelor of Arts in English, May 2002, Long Island University/C.W. Post Campus, Brookville, NY
Financed college education through full-time employment while attending classes.

WRITING/EDITING EXPERIENCE

- Edited academic papers of graduate students prior to journal submission; reviewed for clarity and style.
- Wrote artist biographies for arts festival; conducted personal interviews of all artists.
- Researched and wrote a press release concerning the definition of women in the 1990's

ADMINISTRATIVE EXPERIENCE

- Maintained and formatted on-line resource library on Unix system; managed office operations.
- Played major role in assembling 600+ person conference; attended conferences and ensured smooth operation of all events.
- Trained users on various software applications.
- Assisted Director of Finance in all phases of transition to an on-line in-house payroll system.

COMMUNITY SERVICE

- Tutored fourth grade Latino students in reading, math, and writing for Grace Community Project.
- Mentored incoming C.W. Post minority underclassmen to help ease their transition to college.
- Informed educators in alternative high schools of higher education opportunities for their students.

PROFESSIONAL HISTORY

Ultracomputer Research Laboratory, 2001 - present
C.W. Post Higher Education Opportunities Program, 2000 - present
Department of Human Services and Education, Resource Access Project, 1998 - 2000
ComputerLand, 1999

ADDITIONAL SKILLS

Proficient in WordPerfect, Dbase IV, Excel, Internet navigation, and LAN
Fluent in written and conversational Spanish. Conversational knowledge of French.

Cliff Banks

22 Somerset Drive, Port Washington, NY 11510
(516) 883-8317 banks@zipaol.com

Professional Experience

Research Assistant January 2002-Present

Association to Unite the Democracies (A.U.D.), Washington, D.C.

- Conduct research project on European institutional restructuring by interviewing foreign diplomats.
- Serve as public relations liaison between A.U.D. and foreign embassies in Washington, D.C.
- Proofread and edit articles for A.U.D. publication, **The Federation**.

Legislative Intern January 2001-December 2001

Suffolk County Legislator Fred W. Theile's Office, Sag Harbor, New York

- Researched co-constituent concerns via telephone interviews and written correspondence.
- Monitored local media coverage of county issues.
- Performed clerical duties including filing legislation and visitor reception.

Additional Experience

Assistant Manager Summers 1999-2001

Summer Beach Club, Southampton, New York

- Supervised two crews totaling 15 employees.
- Interviewed and hired employees, and delegated responsibilities.
- Accounted for cash registers and their back-up banks worth several thousand dollars.

Computer Skills

Working knowledge of Microsoft Word and Excel, Windows and Internet navigation. Familiar with IBM and Apple computers

Professional Associations

American Political Science Association
International Political Science Association

Education

Master of Public Administration, June 2002
Bachelor of Arts in Political Science, January 2000
Long Island University, C.W. Post Campus, Brookville, NY

References furnished upon request

This resume reflects NYS
teacher certification terminology
effective after February 2004

Gene Mark Villenci
35 Hill Street
South Plainfield, NJ 07061
(907) 555-1212
GMV@aol.com

CERTIFICATION

New York State Initial Certification, Childhood Education, Grades 1-6, September 2004

EDUCATION

Long Island University/C.W. Post Campus, Brookville, NY
Master of Science in Childhood Education, May 2004

Drew University, Madison, NJ
Bachelor of Arts in Biology, May 2002
Minor: Psychology

TEACHING EXPERIENCE

North Fieldplain Board of Education, North Fieldplain, NJ
Substitute Teacher, September 2004 to present

- Certified as a Somerset County substitute teacher for grades K-12 in New Jersey
- Teach teacher prepared lessons

Bayville Intermediate School, Bayville, NY
Student Teacher, Grade 5, March 2004 to May 2004

- Created various language arts lessons including grammar instruction on nouns, quotation marks, underlining, and poetry lessons
- Instructed flexible grouping math class during a unit on decimals, also completed "The Car Buyer's Project"
- Prepared and administered math tests; reviewed math homework
- Taught hands-on science lessons in oceanography for two 5th grade classes
- Developed, with cooperating teacher, a reading group learning contract for students
- Conducted reading group lessons, created writing topics and higher order thinking questions for each session
- Designed bulletin boards for the classroom and hallway
- Responsible for classroom management during teacher absences

Bayville Primary School, Bayville, NY
Student Teacher, Grade 2, January 2004 to March 2004

- Prepared and taught weather unit, including hands-on activities for two 2nd grade classes
- Presented math lessons using guided practice covering addition and subtraction
- Designed bulletin boards for Open House and for science and social studies lessons
- Developed and implemented Science Learning Center
- Edited student written stories during Writer's Workshop
- Attended grade level and faculty meetings with cooperating teacher
- Responsible for classroom management during teacher absences, including an entire day experience

Sundance Nursery School, North Fieldplain, NJ
Teacher Assistant, September 2003 to June 2003

- Created and implemented a gross and fine motor skills summer development program
- Organized and coordinated various activities for students age 2-7 years

ADDITIONAL WORK EXPERIENCE

Long Island University, C.W. Post Campus, Brookville, NY

Assistant Director of Operations, September 2002 to December 2003

- Received Provost Recognition Award for outstanding service to the campus community, 2003
- Supervise 90 employees
- Balance budget of 11 million dollars
- Initiated Custodial Training Program, the first at C.W. Post
- Assist in trade union negotiations
- Liaison between campus community and facilities services and interdepartmental trades

HONORS AND AWARDS

Provost Recognition Award, May 2003

Community Service Award, June 2003

Mark A. Carfaro Memorial Scholarship, June 2002

VOLUNTEER EXPERIENCE

South Fieldplain Rescue Squad, Inc., South Fieldplain, NJ

Emergency Medical Technician, February 2001 to February 2002

- Held numerous positions, including president. Certified in and taught CPR classes to staff and community members. Developed and taught classes on health and safety to high school students.

COMPUTER SKILLS

- Proficient in Word and Excel
- Knowledge of QuattroPro, dBaseIII, WordPerfect and PowerPoint

REFERENCES

Credential File Upon Request

PORTFOLIO

Available upon request

MELISSA J. DOLCE

14 Bradley Street

Smithtown, NY 11787

(631) 555-1212

MJD@aol.com

CERTIFICATION

New York State Initial, English Language Arts, grades 7-12, September 2004

New York State Initial, Students with Disabilities, grades 7-12, September 2004

EDUCATION

Long Island University/C.W. Post Campus, Brookville, NY

Bachelor of Science/Master of Science in Secondary English and Special Education, May 2004

GPA: 3.8

Thesis: "The Future of Special Education in Public Schools"

STUDENT TEACHING

Huntington High School, Huntington, NY

Student Teacher, Grades 11 and 12, March 2004 - May 2004

- Developed and instructed unit on the history of American journalism
- Taught self-discovery unit using displays, magazine articles, short stories and poems
- Conducted workshop on preparing essays for college applications
- Created RCT preparatory lessons for 11th grade non-Regents class
- Worked with students to strengthen comprehension and writing skills
- Instructed 12th grade honors class

J. Taylor Finley Junior High School, Huntington, NY

Student Teacher, Grade 7, January 2004 - March 2004

- Taught two 7th grade classes and coordinated vocabulary and grammar classes
- Planned and presented units on The Incredible Journey, A Christmas Carol, and mythology
- Created group and individual assignments aimed at motivating students to think and write creatively
- Analyzed 8th grade literature lessons directed at developing critical thinking skills
- Incorporated computer technology, visual aides and illustrated books into all units and lessons

RELATED EXPERIENCE

Huntington UFSD, Huntington, NY

Tutor, January 2002 - present

- Tutor children, adolescents, and adults with reading difficulties

COMET Program, Alberta B. Gray Schultz Middle School, Hempstead, NY

Tutor (Reading and Writing), September 2001 - December 2002

- Worked in enrichment program for academically at-risk junior high school students
- Developed individual study plans based on students' level of comprehension
- Designed computer programs to help students with reading and writing skills

MEMBERSHIPS/ACTIVITIES

Long Island Language Arts Council 2002 - present

Student Educator Association 2002 - present

Volunteer, March of Dimes Blood Drive 2002, 2003

COMPUTER SKILLS

Proficient in Microsoft Word, WordPerfect, PowerPoint, PageMaker, and Internet navigation

LANGUAGE SKILLS

Familiar with conversational Spanish and American Sign Language

INTERESTS

Creative writing, physical fitness, outdoor recreation and photography

Jill Brick

Post Hall, Room 579
Long Island University/C.W. Post
Brookville, NY 11548
JBrick@liu.edu

100 Old Country Road
Howell, NY 07731
(914) 555-1212
Jillb@yahoo.com

OBJECTIVE A position as a School Guidance Counselor

CERTIFICATION New York State Provisional - School Counselor N-12, February 2004

EDUCATION LONG ISLAND UNIVERSITY/C.W. Post Campus, Brookville, New York
Master of Science, School Counseling, January 2004
G.P.A.: 4.0

STATE UNIVERSITY OF NEW YORK at Stony Brook, Stony Brook, New York
Bachelor of Arts, Psychology, May 2002
Minor: Child and Family Studies
G.P.A.: 3.87

COUNSELING EXPERIENCE

GUIDANCE INTERN September 2003 - December 2003

Shoreham-Wading River Middle & High Schools, Shoreham, New York
Counseled students regarding personal, academic, and career/college issues.
Served as Group Leader for Natural Helpers weekly meetings and weekend retreat.
Scheduled and revised student programs. Attended college seminars, college days, and orientations. Met with college representatives.

SCHOOL COUNSELOR INTERN January 2003 - May 2003

Oldfield Middle School, Greenlawn, New York
Developed and facilitated 2 six week guidance projects with several fifth and sixth grade classes. Programs were designed to enhance self-esteem and acceptance. Shadowed classroom teachers and interviewed students for their perceptions of the school counselor. Actively participated in Child Study Team Meetings.

COUNSELOR/VOLUNTEER September 2002 - February 2003

Long Island Jewish Medical Center, New Hyde Park, New York
Reinforced behavior modification methods. Coordinated mentor program. Facilitated social skills group for at-risk teenagers.

PROFESSIONAL AFFILIATIONS

American School Counselors Association
Western Suffolk Counselors Association
New York State Association for Counseling and Development

SPECIAL SKILLS

Familiar with Spanish
Experience with IBM and Macintosh systems
Proficient with WordPerfect and Pagemaker

REFERENCES

Furnished upon request

STEVEN BARBIERI

711 Old Town Avenue, Deer Park, NY 11756 (516) 555-1212
BBarbieri@eagle.liunet.edu

SUMMARY

Over three years experience using computers to solve business problems.
Expertise includes technology consulting, litigation services, financial audit, and strategic planning.
Knowledge of computer technologies including UNIX.

EDUCATION

LONG ISLAND UNIVERSITY/C.W. POST CAMPUS, Brookville, NY

Master of Business Administration in Management Information Systems, May 2003
GPA: 3.7

SYRACUSE UNIVERSITY, Syracuse, NY

Bachelor of Arts in Economics, Minor in Computer Science, August 2001

EXPERIENCE

THE SABER GROUP, Dallas, TX

Intern, Strategic Planning Department, Summer 2002

- Developed decision tool to determine a cost efficient time to upgrade the company's 155,000 personal computers maintained at travel agencies. Identified unexpected \$35 million cost associated with company's current plans.
- Coordinated efforts of company directors to package technology services into "service suites". Developed a cost-benefit model that highlighted a need for new service offerings.
- Researched intranet strategies for the customer service department. Recommended low cost solution to increase productivity and improve internal communication.

DELOITTE & TOUCHE LLP MANAGEMENT CONSULTING, New York, NY

Senior Consultant, Computer Assurance Services, January 2002 to March 2002

Consultant, Computer Assurance Services, August 2002 to January 2002

- Evaluated use of financial systems at a large New Jersey utility in the wake of a company-wide restructuring. Managed and consolidated work of D&T and utility company personnel during this six-figure consulting engagement. Designed and presented report to company management.
- Lead a fraud investigation at a New York garment designer's company. Designed approach that analyzed business processes and identified accounting controls. Identified areas of potential theft and communicated findings to D&T and FBI personnel.
- Participated in a forensic audit of two film production and distribution companies for an overseas lender. Interviewed hostile company personnel and performed contract and financial analysis. Identified tens of millions of dollars in fraudulent transactions in support of this nine-figure lawsuit. Selected for final team that compiled 12 months of analysis by 70 consultants into report presented to court-appointed special magistrate.
- Reviewed management and control of computer applications in many industries including healthcare, distribution, financial services, telecommunications, and computer outsourcing.

COMPUTER EXPERIENCE

- UNIX, DOS, Novell
- Proficient in Windows, InfoMaker, Project WorkBench, MS Office, Access and Excel, dBase programming, WordPerfect, HTML, and Internet navigation.

AnnMarie Johnson

122 Front Street
Hempstead, New York 11556
(516) 123-8862
amjohnson@aol.com

OBJECTIVE

Seeking a Graphic Design position

RELATED EXPERIENCE

The Pioneer, CW Post Newspaper, Brookville, New York

Production Manager (Jan. 2001-Present)

Design all graphics and text layout

Order promotional materials

Supervise interns

New York Newsday, Melville, New York

Internship: Production/Advertising (Sept. 2000-Dec. 2000)

Supervised the addition of new advertisements

Coordinated ad paste up tasks for weekend circular

Assisted the layout designer and layout editor with placement of advertisements

Lotus Associates, Inc., Long Island City, New York

Web Author (May 1999-Nov. 1999)

Created, designed, and programmed entire website, www.lotus.com

ADDITIONAL EXPERIENCE

Casual Classics Inc., Garden City, New York

Assistant Store Manager (June 2000-present)

Coordinate sales assistant schedules

Supervise the training of all new employees

Design seasonal window displays

COMPUTER SKILLS

Proficient with PC and Macintosh systems. Microsoft Word, Excel, PowerPoint, Quark Xpress, Photoshop, Illustrator, FrontPage97, Gif Animation, Microsoft Publisher, 3D Modeling, Director, Adobe Premiere, HTML programming

EDUCATION

CW Post Campus/Long Island University, Brookville, New York

Bachelor of Fine Art in Graphic Design, May 2003

GPA: 3.7

ACTIVITIES/INTERESTS

Member of Long Island Chapter of Graphic Design Society since 2000,
Vice-President of CW Post Computer Graphics Club, weekend volunteer at Homes for the Homeless
Enjoy sailing, skiing, backpacking and hiking

ENRIQUE LATOYA

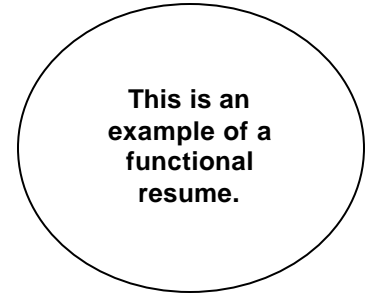
**10 Smith Street
Merrick, New York 11566
(516) 555 - 1212
rickla@prodigy.com**

- OBJECTIVE** An entry level position in accounting
- EDUCATION** Long Island University/C.W. Post Campus, Brookville, NY
Bachelor of Science in Accounting, May 2003
GPA: 3.95
- HONORS** Merit Fellowship, Honors Program Member, Dean's List
- SKILLS** Working knowledge of Microsoft Word, Excel, PowerPoint, and Access, Lacerte Tax Program, Internet navigation; familiar with Trend
- ACCOUNTING EXPERIENCE**
- Arrow Electronics, Melville, New York**
Accounting Intern (May 2002 to Present)
Process invoices and statements of various vendors. Close statements with outstanding balances. Contact vendors to expedite payments and resolve ongoing problems. Assist public accounting firm audit team. Verify accounts and confirm balances.
- Lazar, DeThomasis, Sanders & Company, LLP**
Certified Public Accountants, Jericho, New York
Intern (September 2002 - May 2002)
Prepared individual and corporate tax returns. Contacted and visited clients to obtain tax and accounting information. Analyzed and created financial investment reports for individual clients.
- Volunteer Income Tax Assistance Program (VITA)**
Income Tax Preparer (January 2001 - April 2001)
Provided income tax preparation assistance to community members with varying economic status.
- ADDITIONAL EXPERIENCE**
- Federal Express, New York, NY**
Certified Forklift Operator (June 2000 - September 2000)
- Long Island University/C.W. Post Campus, Brookville, NY**
Maintenance Employee - grounds crew (May 1999 - September 2000)
- ACTIVITIES** C.W. Post Cooperative Education Program. Kappa Theta Epsilon, National Honor Society for Cooperative Education. Accounting Society.

Rick Lowe
555 Birmingham Place
Springfield, NY 11357
(718) 867-5309
rlowe@yahoo.com

Objective: A position in marketing

Education: Bachelor of Science, Business Administration, May 2002
Major: Marketing
Long Island University, C.W. Post Campus, Brookville, NY



Marketing/Sales Skills

- Marketed and sold audio and visual home, office and personal electronics
- Developed and implemented marketing and advertising strategies for print media
- Continuously surpassed sales goals and recognized for outstanding performance, received Salesperson of the Month award, February 2002 and June 2002
- Participated in trade shows

Organizational/Planning Skills

- Coordinated annual company conference
- Created weekly schedules for employees
- Reorganized stock system to improve availability of product

Communication Skills

- Communicated effectively with customers and employees
- Handled disputes between employees
- Supervised and trained sales personnel
- Revised store policy manual
- Responded to customer complaints

Computer Skills

- Proficient in Microsoft Word, Excel, Internet
- Working knowledge of Microsoft Access, PowerPoint

Employment History

Assistant Manager, Radio Shack, Great Neck, NY, 5/00-7/02
Assistant Manager, Circuit City, Plandome, NY, 5/99-5/00
Salesperson, Radio Shack, Whitestone, NY, 4/97-5/99

