SUNY Potsdam Resume Guide
Fall 2025

Make a great first impression with a clear, marketable resume! Your resume is an essential part of the job search process. It is used by employers as a screening tool.

Getting Started – Formatting Guidelines

1. Do NOT use any kind of template. This way you can fully control the formatting, and your resume will be more likely to pass through Applicant Tracking Systems (ATS) used by many employers to screen resumes.
2. To ensure your resume passes ATS systems, do not use any graphics or tables.
3. Begin with a blank document set to single line spacing and 0 pts before and after paragraphs.
4. Set margins to between .5" and 1" for the entire document.
5. Set font size to 12 and use a standard font such as Times New Roman, Calibri, Arial, etc. You may use a larger font size for your name.
6. Be consistent in use of indentation, <u>underlining</u>, CAPITALIZATION, *italics*, dates, locations, and spacing.
   a. For dates use either full month names across the entire document or abbreviations, but do not switch between the two.
7. Aim to fill complete pages and go no longer than 2 pages front and back. Shorter is better!
8. If your resume is longer than one page, you must use at least 1/2 of the next page.
   a. If your resume uses a second page, list your name and contact information the same way as on the first page.
9. Do not use acronyms.
   a. SUNY = State University of New York
10. See sample resume on the next page for reference

Special Note: Use the same formatting, including font types and sizes, for your list of references and cover letter. Think of this strategy as a form of professional branding for yourself.

Sections of the Resume

<u>OBJECTIVE OR PROFESSIONAL STATEMENT</u> (Optional in the United States)

This is most relevant for networking event distribution or if you are not applying for one specific job. It may be useful for posting on sites such as LinkedIn. If applying for a specific job, include the job title you are applying for so it is read by ATS systems. State the <u>position</u> you are applying for, the name of the <u>employer</u>, and <u>skills</u> you bring that match what the employer is seeking. Specify if you are looking for a part-time or full-time job or internship.

<u>PROFESSIONAL SUMMARY</u> (usually required in Canada)

A paragraph that outlines key achievements, skills, and background that will enable you to succeed at the job.

<u>CERTIFICATIONS</u>

Teacher Certifications, First Aid, etc.   Month Year or Anticipated Month Year

EDUCATION (Note: Highest degree is listed first.)

Degree Title (double check the title in Bearpaws)   Month Year or Anticipated Month Year
Name of College, City, State/ Province
Subcategories if applicable: *Scholarships, Honors, Special Training, Study Abroad*

COURSEWORK (optional)

Consider using different courses for different job applications and remove this section when you gain work experience. Include 1-3 bullet points for relevant courses. Use 1-3 courses maximum in this section.

Course Title   Month Year – Month Year
- Use coursework that is hands-on and transferable to the job
- Include a bullet point under each course indicating enhanced knowledge, skills, projects, presentations, research, case studies, group work, etc.
- Use the STAR bullet point writing method OR use a 3-part resume bullet point – see the attached pages for details on these methods

WORK EXPERIENCE

Job Title | *Employer* | City, State/Province   Month Year – Month Year or Present
- Bullets: action statement that reflects work contributions and results focusing on transferable, or durable, skills
- Use the STAR method or 3-part method as outlined on the last page of this packet
- Always include results or impact of your work in each bulletpoint

COMMUNITY ENGAGEMENT or LEADERSHIP

Your Role | *Name of Activity/Event* | City, State/Province   Month Year
- include a STAR bullet point or two here

SKILLS
- Technology/Software
- Languages if multi-lingual

Examples: Google; Docs, Sheets, Teams, Classroom, Forms | Microsoft; Word, Excel, PowerPoint | Windows OS | Apple IOS | Social Media | Apps

All other skills should show up in your bullet points to demonstrate how you used them and the results of your work.

Book a 1:1 appointment with Career Services Staff on Starfish or using this QR!
CAREER SERVICES | LOUGHEED CENTER FOR APPLIED LEARNING
LOUGHEED LEARNING COMMONS, 107 | appliedlearning@potsdam.edu

Career Services Presentation Feedback Form 2025-2026
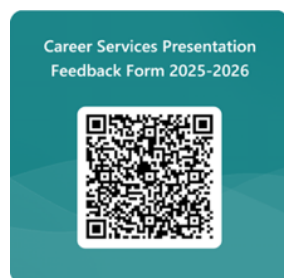
**Let us know what you think of our presentation
if you received this packet in a workshop or class!**

First Name Last Name

Street Address (optional) | State, Zip or Province, Postal Code | 555-555-5555 | email@email.com

PROFESSIONAL STATEMENT or OBJECTIVE (in US) or PROFESSIONAL SUMMARY (in Canada)
Provide a brief highlight of why you are the best candidate for the position.

EDUCATION
Bachelor of Arts or Science   Anticipated Month Year
State University of New York at Potsdam, Potsdam, NY
Major: Major Title **Minor:** Minor Title **Major GPA:** 4.0 (including your GPA is optional)

Study Abroad (optional)   Month Year – Month Year
Name of Program and/or Country

Awards and Achievements (optional)
Graduated Summa Cum Laude   Month Year
Dean's List 5 Semesters   Month Year

RELEVANT COURSEWORK (optional)
Course Title   Month Year – Month Year
- Administered research, gathered data and analyzed findings to complete a research paper
- Collaborated with group on semester long project; planned presentation and presented on findings
- Facilitated group activity and reflection on topic with the goal of enhancing classroom learning

WORK EXPERIENCE
Job Title | *Name of Employer* | City, State or Province   Month Year – Month Year
- Assisted with administrative tasks and earned increased responsibilities due to work ethic
- Managed time effectively to balance 10-15 hours per week while in college and maintained a 3.7 GPA

Event Organizer | *Name of Organization* | City, State or Province   Month Year – Month Year
- Organized fundraising marathon with 300 participants including planning, marketing, running registration, and day of logistics creating a fun and successful outcome
- Raised $27,590 over 2.5 years gaining a 4% increase in proceeds annually

LEADERSHIP (optional)
President | *Name of Club* | City, State or Province   Month Year – Month Year
- Facilitated weekly meetings with 56 club members to raise awareness of club and plan events
- Acted as voting member of Student Government Association collaborating with over 100 fellow senators making decisions related to student clubs and campus policies
- Acted as liaison for organization amongst university leadership advocating for organization campus-wide

Member | *Name of Club* | City, State or Province   Month Year – Month Year
- Attended weekly meetings, served on committees, and actively participated in programming and raising awareness on campus enhancing knowledge of club goals

SKILLS
Language – Proficient in Language name – only include second languages you are completely fluent in using
Technological Skills – add technological skills you have that meet the needs of the position

Verbs – A sample list of words to start each bullet point.

Start each bullet point strong with your ACTIONS at the START of each statement.

Communication	Communication Continued	Data/ Financial	Helping	Management	Management Continued	Research	Teaching	Technical
Addressed	Participated	Adjusted	Adapted	Accomplished	Presided	Analyzed	Adapted	Adapted
Advertised	Resolved	Administered	Advocated	Administered	Prioritized	Clarified	Advised	Applied
Arbitrated	Responded	Allocated	Aided	Advanced	Processed	Collected	Clarified	Assembled
Arranged	Solicited	Analyzed	Answered	Analyzed	Produced	Compared	Coached	Built
Articulated	Specified	Appraised	Arranged	Appointed	Provided	Conducted	Communicated	Calculated
Authored	Spoke	Assessed	Assessed	Approved	Purchased	Critiqued	Conducted	Conserved
Clarified	Suggested	Audited	Assisted	Arranged	Recorded	Detected	Coordinated	Constructed
Collaborated	Summarized	Balanced	Clarified	Assigned	Recommended	Determined	Critiqued	Converted
Communicated	Synthesized	Budgeted	Coached	Attained	Registered	Diagnosed	Developed	Debugged
Composed	Translated	Calculated	Collaborated	Authorized	Reorganized	Evaluated	Enabled	Designed
Conferred	Wrote	Computed	Contributed	Catalogued	Replaced	Examined	Encouraged	Developed
Consulted		Conserved	Cooperated	Categorized	Restored	Experimented	Evaluated	Engineered
Contacted	**Creative**	Controlled	Counseled	Chaired	Reviewed	Explored	Explained	Fabricated
Conveyed	Acted	Corrected	Demonstrated	Charted	Scheduled	Extracted	Facilitated	Installed
Convinced	Adapted	Decreased	Diagnosed	Classified	Reserved	Formulated	Focused	Maintained
Corresponded	Combined	Determined	Educated	Coded	Responded	Gathered	Guided	Operated
Debated	Composed	Developed	Encouraged	Collected	Reviewed	Identified	Individualized	Overhauled
Defined	Conceptualized	Estimated	Ensured	Complied	Routed	Inspected	Informed	Printed
Developed	Condensed	Forecasted	Expedited	Considered	Scheduled	Interpreted	Instilled	Programmed
Directed	Created	Managed	Facilitated	Consolidated	Screened	Interviewed	Instructed	Rectified
Discussed	Customized	Marketed	Familiarized	Contracted	Submitted	Invented	Motivated	Regulated
Drafted	Designed	Measured	Furthered	Controlled	Supplied	Investigated	Persuaded	Remodeled
Edited	Developed	Netted	Guided	Converted	Standardized	Located	Simulated	Repaired
Explained	Devised	Planned	Helped	Coordinated	Systematized	Measured	Taught	Replaced
Formulated	Directed	Prepared	Insured	Corrected	Updated	Organized	Tested	Restored
Furnished	Displayed	Programmed	Intervened	Corresponded	Validated	Researched	Trained	Solved
Incorporated	Entertained	Projected	Motivated	Decided	Verified	Reviewed	Tutored	Specialized
Influenced	Established	Qualified	Prevented	Delegated		Searched		Studied
Interacted	Fashioned	Reconciled	Provided	Developed		Solved		
Interpreted	Formulated	Reduced	Referred	Directed		Summarized		
Interviewed	Founded	Researched	Rehabilitated	Distributed		Surveyed		
Involved	Illustrated	Retrieved	Represented	Eliminated				
Joined	Initiated		Resolved	Emphasized				
Judged	Instituted		Simplified	Enforced				
Lectured	Integrated		Supported	Enhanced				
Listened	Introduced		Volunteered	Established				
Marketed	Invented			Executed				
Mediated	Modeled			Filed				
Moderated	Modified			Generated				
Negotiated	Originated			Handled				
Observed	Performed			Headed				
Outlined	Photographed			Hired				
Participated	Planned			Hosted				
Persuaded	Revised			Improved				
Presented	Revitalized			Incorporated				
Promoted	Shaped			Increased				
Proposed	Solved			Initiated				
Publicized				Inspected				
Reconciled				Instituted				
Recruited				Led				
Referred				Logged				
Reinforced				Maintained				
Reported				Managed				
				Merged				
				Monitored				
				Motivated				
				Navigation				
				Obtained				
				Operated				
				Ordered				
				Organized				
				Originated				
				Oversaw				
				Planned				
				Prepared				

Resume Bullet Point Writing Guide

Writing strong bullet points takes time and effort. When you arrive at just the right wording you will know! The bullet point will accurately represent the skills you are communicating to those reading your resume. Bullet points can serve as talking points during interviews, so behind each bullet point have a story ready to tell the background and details of your experience.

The STAR Method

The STAR method allows you to write compelling, strong bullet points. These can become talking points in future interviews. Bullet points written using the STAR method allow you to describe what you have done, how you did those things, and the result of your actions.

The STAR method is a framework or guide for capturing your successes on the job which can lead to improved job opportunities in the future.

The STAR acronym stands for:
- **Situation** (think of a verb to describe what you did or refer to the verb list on the previous page to get you started)
- **Task** (work that was done)
- **Action** (what YOU did to get that task done)
- **Result** (what happened because of your action)

The result is the most forgotten part of a resume bullet point. However, it is arguably the most important part of the bullet point.

Examples of STAR Bullet Points

Example 1:
"Taught college students how to write strong bullet points using the STAR method leading to improved career confidence and job opportunities."

Example 2:
"Collaborated with classroom teacher to lead lessons about multiplying single digits by 9 using an interactive Google Slide presentation leading to increased student confidence in multiplication skills."

Example 3:
Weak: "Responsible for teaching students."
Stronger: "Responsible for teaching 8th grade students using Google Slides."
Strongest: "Teaching 8th grade science students using a Google Slide game leading to increased retention of concepts and increased test scores."

Activity: Identify each part of the above bullet points.

Two Activities to Practice Writing STAR Bullet Points

1. **Improve an Existing Bullet Point**

Use the STAR method to improve this resume bullet point. Or use one from your own resume!

Example to build on: "Run the register at the store." (Using your own bullet point? Write it here!)
_____

Rewritten version:
_____
_____

2. **Build a New Bullet Point**

In this section you will generate sections of bullet points based on the STAR method. Write the bullet point based on your own life experience.

Step-by-step practice:

a. Think of a work **situation**, class situation or club situation where you had to complete a task. Write this down. *Example:* Taking students on a field trip

_____

b. Choose a **verb** to describe it and use as the start of your bullet point. Write down a verb that describes the work you did or do. (reference the list of possible verbs on page 4)
Examples: Lead, organize, facilitate

_____

c. Give **details** including what you did, how you did it, and what happened because of your work. Add to what you wrote in #1 and #2.

_____
_____

Results Section Tip:
Use these transition phrases to help you write about the results of your work
      i. Leading to, resulting in, enhancing, improving, growing, etc.
         1. Results can be general or very specific – the more specific the better
         2. The results you list are proof of the work you did

Final Example: Lead a field trip to the Crane School of Music following school protocols resulting in a safe and enjoyable experience.

d. Write your finalized bullet point here.

Note: The bullet point should be no longer than 2 lines of text

_____
_____

Final STAR Bullet Point Writing Activity

Use the step-by-step practice on the previous page to start your bullet point brainstorming and then fill in the blanks below with your own information.

Fill in each blank with the basic information to start creating a resume bullet point. Think of a real-life situation you or a friend has been in for work. Or imagine a future job and write a mock bullet point.

Situation: _____ (verb)

Task: _____

Action: _____

Result: _____

Put this all into one sentence.

_____
_____

Checklist: Assess Your Bullet Point

- o Starts with a verb **(Situation)**
- o Verb is in correct tense
- o Explains details of task **(Task)**
- o Provides numbers or specific methods of how work was accomplished
- o Action taken is explained **(Action)**
- o Results appear in each bullet point **(Result)**
- o Grammatically correct including correct spelling and punctuation
- o No longer than 2 lines long
- o Gives reader clear description of what you were doing in the job
- o Is something you want to talk about in an interview

Three Part Bullet Point Method Exercise

Try this method, and see which works better for you, the STAR Method or Three Part Method.

The three-part bullet point includes:
1. **Verb** – use the strongest, most accurate verb you can
    a. Consult with a thesaurus to help you find the best word
2. **Details** – how, who, how many, any specifics you can add to paint the picture of what you are like at work
3. **Results** – what happened because of the work you did?
    a. Use these transition phrases to help you write about the results of your work
        i. Leading to, resulting in, enhancing, improving, growing, etc.
        ii. Results can be general or very specific
        iii. The results you list are proof of the work you did

Let's practice!

1. Verb (using the correct tense) - _____
2. Details - _____
3. Results-

_____

Put it all together!

_____
_____

Use the same process for all bullet points. Keep each point to two lines of text or less.

Checklist: Assess Bullet Points

o Starts with a verb
o Verb is in correct tense
o Explains details of task
o Provides numbers or specific methods of how work was accomplished
o Action taken is explained
o Results appear in each bullet point
o Grammatically correct including correct spelling and punctuation
o No longer than 2 lines long
o Gives reader clear description of what you were doing in the job
o Is something you want to talk about in an interview