

*"Employers increasingly focus on the contents and language of resumes to initially screen candidates. They expect to receive well-written resumes, as well as excellent cover letters, that reflect the best professional efforts of candidates."*

*-The Savvy Resume Writer*

## **Resume Writing & Cover Letter Workshop**

***This workshop will provide you with the knowledge you need to create a dynamic Resume & Cover Letter!***

- How to develop a professional, marketable resume for today's job market.
- How to highlight and market your education, experience and employable skill set.
- How to write a dynamic and effective cover letter.

**Get Your Resume Reviewed!**

**Drop-In Hours  
Monday to Friday  
1:30pm to 3:30pm**

First-come, first-served basis,  
sign-up starts at 1:00pm



***"Focused on Your Success"***

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## INTRODUCTION

Your resume is the most valuable job search tool as it provides you with your first opportunity to “market yourself” to an employer. Your resume is an advertisement of what you can bring to the job and company – your education, work experiences, skills, accomplishments and interests – to demonstrate that you are suitable and qualified for the position. The primary purpose of the resume is to enable employers to determine whether or not you are appropriate for the position(s) they have available.

To be effective your resume must do the following:

- capture attention in the first few seconds
- target the job requirements/qualifications and company – to demonstrate suitability
- establish credibility – a reason for the reader to believe you can do what you say
- inspire the reader to want to know more – offer you an interview
- complete with a tailored cover letter to highlight relevant information from the resume

Source: Best Resumes for College Students and New Grads

## **SKILLS IDENTIFICATION**

Skills are what a person can do well. They are developed and acquired through a variety of different means such as education, work experiences, practicum or work terms, interests, volunteer work, training programs and extra-curricular activities. The following skill categories will help you to understand certain skill sets.

### **Soft Skills**

These are skills which focus on people-relations such as

- working within a team environment
- leadership abilities
- communication skills
- interpersonal skills

In essence, soft skills refers to how capable one is in dealing, working and interacting with others in the workplace.

### **Self-Management Skills**

These are skills that job seekers seem to be least aware of and yet are important to potential employers. An employer's selection is influenced by this set of skills when screening and interviewing candidates. Employers will try and determine if you are able to:

- self-manage yourself by working on tasks on your own with minimal guidance
- solve problems and find solutions
- follow instructions
- manage your time appropriately and prioritize tasks
- work independently

### **Transferable Skills**

These skills have been referred to as functional skills. These are skills developed throughout your:

- life experiences
- work experiences
- academic experiences
- hobbies and interests
- volunteer work

The knowledge, skills and abilities one acquires in one or more of these areas can be transferred to any occupation.

**Technical Skills**

These are skills most likely learned in formal training and academic programs, through a combination of university (projects, courses) and on-the-job training.

Skills gained from Computer Science/Engineering related studies:

- technical theories
- computer skills
- programming skills
- IT skills
- analytical skills
- problem solving skills

Skills gained from Business/Arts/Social Sciences related studies:

- research skills
- writing skills
- analytical skills
- interviewing skills

**SKILLS CHART**

You have a better chance of being hired if you can communicate your skills to an employer. This exercise will help you to identify your skill set in order to effectively market yourself in your resume and during interviews to give employers an idea about your capabilities.

Reflect on everything that you have done - whether your skills were gained on the job, as a volunteer, as part of a practicum, school projects/course work, a leisure activity, a hobby, a part of daily life, etc.. Include skills you have developed and those that you wish to improve on or develop further which then can be your future goals.

Skills	Developed	Example	Want to Develop
<b>Communication</b>			
conversing with individuals	<input type="checkbox"/>	_____	<input type="checkbox"/>
exchanging ideas with groups	<input type="checkbox"/>	_____	<input type="checkbox"/>
making presentations	<input type="checkbox"/>	_____	<input type="checkbox"/>
writing correspondence	<input type="checkbox"/>	_____	<input type="checkbox"/>
writing business materials	<input type="checkbox"/>	_____	<input type="checkbox"/>
listening	<input type="checkbox"/>	_____	<input type="checkbox"/>
<b>Teaching/Training</b>			
designing learning materials	<input type="checkbox"/>	_____	<input type="checkbox"/>
motivating people	<input type="checkbox"/>	_____	<input type="checkbox"/>
creating learning climates	<input type="checkbox"/>	_____	<input type="checkbox"/>
demonstrating ideas	<input type="checkbox"/>	_____	<input type="checkbox"/>
instructing/tutoring individuals	<input type="checkbox"/>	_____	<input type="checkbox"/>
designing educational events	<input type="checkbox"/>	_____	<input type="checkbox"/>

Skills	Developed	Example	Want to Develop
<b>Leadership</b>			
initiating new ideas and projects	<input type="checkbox"/>	_____	<input type="checkbox"/>
promoting change	<input type="checkbox"/>	_____	<input type="checkbox"/>
making decisions	<input type="checkbox"/>	_____	<input type="checkbox"/>
taking risks	<input type="checkbox"/>	_____	<input type="checkbox"/>
guiding group discussions	<input type="checkbox"/>	_____	<input type="checkbox"/>
leading groups	<input type="checkbox"/>	_____	<input type="checkbox"/>
establishing trust	<input type="checkbox"/>	_____	<input type="checkbox"/>
<b>Managing/Supervising</b>			
setting goals and objectives	<input type="checkbox"/>	_____	<input type="checkbox"/>
organizing people	<input type="checkbox"/>	_____	<input type="checkbox"/>
building a team	<input type="checkbox"/>	_____	<input type="checkbox"/>
delegating authority	<input type="checkbox"/>	_____	<input type="checkbox"/>
getting things done	<input type="checkbox"/>	_____	<input type="checkbox"/>
overseeing work projects	<input type="checkbox"/>	_____	<input type="checkbox"/>
speeding up accomplishments	<input type="checkbox"/>	_____	<input type="checkbox"/>
<b>Influencing Ideas and Actions</b>			
negotiating	<input type="checkbox"/>	_____	<input type="checkbox"/>
managing or resolving conflicts	<input type="checkbox"/>	_____	<input type="checkbox"/>
collaborating	<input type="checkbox"/>	_____	<input type="checkbox"/>
representing others' wishes	<input type="checkbox"/>	_____	<input type="checkbox"/>
debating	<input type="checkbox"/>	_____	<input type="checkbox"/>
persuading, recruiting, or selling	<input type="checkbox"/>	_____	<input type="checkbox"/>
<b>Counselling/Consulting</b>			
treating, healing others	<input type="checkbox"/>	_____	<input type="checkbox"/>
giving constructive feedback	<input type="checkbox"/>	_____	<input type="checkbox"/>
coaching, mentoring others	<input type="checkbox"/>	_____	<input type="checkbox"/>
inspiring others	<input type="checkbox"/>	_____	<input type="checkbox"/>
solving problems	<input type="checkbox"/>	_____	<input type="checkbox"/>
giving practical advice	<input type="checkbox"/>	_____	<input type="checkbox"/>
<b>Intuitive/Understanding</b>			
developing rapport	<input type="checkbox"/>	_____	<input type="checkbox"/>
demonstrating empathy	<input type="checkbox"/>	_____	<input type="checkbox"/>
evaluating people and situations	<input type="checkbox"/>	_____	<input type="checkbox"/>
understanding people's motives	<input type="checkbox"/>	_____	<input type="checkbox"/>
acting on gut reactions	<input type="checkbox"/>	_____	<input type="checkbox"/>

Skills	Developed	Example	Want to Develop
<b>Problem Solving/Decision Making</b>			
clarifying problems	<input type="checkbox"/>	_____	<input type="checkbox"/>
evaluating alternatives	<input type="checkbox"/>	_____	<input type="checkbox"/>
generating solutions	<input type="checkbox"/>	_____	<input type="checkbox"/>
addressing feasibility	<input type="checkbox"/>	_____	<input type="checkbox"/>
testing ideas	<input type="checkbox"/>	_____	<input type="checkbox"/>
determining outcomes, results	<input type="checkbox"/>	_____	<input type="checkbox"/>
tracing problems to the source	<input type="checkbox"/>	_____	<input type="checkbox"/>
setting priorities	<input type="checkbox"/>	_____	<input type="checkbox"/>
visualizing patterns/structures	<input type="checkbox"/>	_____	<input type="checkbox"/>
<b>Organizing</b>			
classifying information	<input type="checkbox"/>	_____	<input type="checkbox"/>
co-ordinating resources	<input type="checkbox"/>	_____	<input type="checkbox"/>
monitoring progress	<input type="checkbox"/>	_____	<input type="checkbox"/>
streamlining procedures	<input type="checkbox"/>	_____	<input type="checkbox"/>
researching information	<input type="checkbox"/>	_____	<input type="checkbox"/>
prioritizing tasks	<input type="checkbox"/>	_____	<input type="checkbox"/>
determining sequence of tasks	<input type="checkbox"/>	_____	<input type="checkbox"/>
<b>Planning</b>			
setting policies	<input type="checkbox"/>	_____	<input type="checkbox"/>
developing alternatives	<input type="checkbox"/>	_____	<input type="checkbox"/>
choosing direction	<input type="checkbox"/>	_____	<input type="checkbox"/>
outlining procedures	<input type="checkbox"/>	_____	<input type="checkbox"/>
researching alternatives	<input type="checkbox"/>	_____	<input type="checkbox"/>
assessing/adjusting priorities	<input type="checkbox"/>	_____	<input type="checkbox"/>
developing a budget	<input type="checkbox"/>	_____	<input type="checkbox"/>
<b>Innovative/Conceptualization</b>			
imagining/visualizing concepts	<input type="checkbox"/>	_____	<input type="checkbox"/>
creating new ideas, images	<input type="checkbox"/>	_____	<input type="checkbox"/>
inventing new products	<input type="checkbox"/>	_____	<input type="checkbox"/>
conceiving new interpretations	<input type="checkbox"/>	_____	<input type="checkbox"/>
improving, adapting, improvising	<input type="checkbox"/>	_____	<input type="checkbox"/>
designing projects or systems	<input type="checkbox"/>	_____	<input type="checkbox"/>
<b>Artistic/Creative</b>			
composing music	<input type="checkbox"/>	_____	<input type="checkbox"/>
playing musical instruments	<input type="checkbox"/>	_____	<input type="checkbox"/>
drawing, cartooning, painting	<input type="checkbox"/>	_____	<input type="checkbox"/>
writing poetry, plays, novels	<input type="checkbox"/>	_____	<input type="checkbox"/>

Skills	Developed	Example	Want to Develop
<b>Artistic/Creative</b>			
acting, amusing, entertaining	<input type="checkbox"/>	_____	<input type="checkbox"/>
dancing	<input type="checkbox"/>	_____	<input type="checkbox"/>
fashioning, molding, sculpting	<input type="checkbox"/>	_____	<input type="checkbox"/>
finishing, refinishing, restoring	<input type="checkbox"/>	_____	<input type="checkbox"/>
<b>Computational/Processing Information</b>			
keeping records	<input type="checkbox"/>	_____	<input type="checkbox"/>
managing budgets, money	<input type="checkbox"/>	_____	<input type="checkbox"/>
wordprocessing	<input type="checkbox"/>	_____	<input type="checkbox"/>
monitoring inventory flow	<input type="checkbox"/>	_____	<input type="checkbox"/>
copying, storing/retrieving	<input type="checkbox"/>	_____	<input type="checkbox"/>
reading interpretively	<input type="checkbox"/>	_____	<input type="checkbox"/>
careful attention to detail, editing	<input type="checkbox"/>	_____	<input type="checkbox"/>
rapid manipulation of numbers	<input type="checkbox"/>	_____	<input type="checkbox"/>
<b>Mechanical</b>			
setting up or assembling	<input type="checkbox"/>	_____	<input type="checkbox"/>
monitor mechanical performance	<input type="checkbox"/>	_____	<input type="checkbox"/>
maintaining equipment	<input type="checkbox"/>	_____	<input type="checkbox"/>
construction or building	<input type="checkbox"/>	_____	<input type="checkbox"/>
operating equipment/vehicles	<input type="checkbox"/>	_____	<input type="checkbox"/>
producing, manufacturing	<input type="checkbox"/>	_____	<input type="checkbox"/>
<b>Athletic/Physical</b>			
building/maintaining endurance	<input type="checkbox"/>	_____	<input type="checkbox"/>
using eye-hand coordination	<input type="checkbox"/>	_____	<input type="checkbox"/>
excelling in a sport	<input type="checkbox"/>	_____	<input type="checkbox"/>
muscular coordination/dexterity	<input type="checkbox"/>	_____	<input type="checkbox"/>
using hands and fingers	<input type="checkbox"/>	_____	<input type="checkbox"/>
demonstrating agility/strength	<input type="checkbox"/>	_____	<input type="checkbox"/>
having acute senses	<input type="checkbox"/>	_____	<input type="checkbox"/>
maintaining good health	<input type="checkbox"/>	_____	<input type="checkbox"/>
maintaining physical fitness	<input type="checkbox"/>	_____	<input type="checkbox"/>
<b>Technical</b>			
reading blueprints	<input type="checkbox"/>	_____	<input type="checkbox"/>
managing energy systems	<input type="checkbox"/>	_____	<input type="checkbox"/>
navigating direction	<input type="checkbox"/>	_____	<input type="checkbox"/>
troubleshooting	<input type="checkbox"/>	_____	<input type="checkbox"/>
understanding specifications	<input type="checkbox"/>	_____	<input type="checkbox"/>
regulating controls	<input type="checkbox"/>	_____	<input type="checkbox"/>
using office equipment	<input type="checkbox"/>	_____	<input type="checkbox"/>
using computer software	<input type="checkbox"/>	_____	<input type="checkbox"/>
precision working with tools	<input type="checkbox"/>	_____	<input type="checkbox"/>

Skills	Developed	Example	Want to Develop
<b>Assisting/Helping</b>			
taking information or instructions	<input type="checkbox"/>	_____	<input type="checkbox"/>
cleaning, preparing, serving	<input type="checkbox"/>	_____	<input type="checkbox"/>
handling	<input type="checkbox"/>	_____	<input type="checkbox"/>
following through on instructions	<input type="checkbox"/>	_____	<input type="checkbox"/>
lifting, moving	<input type="checkbox"/>	_____	<input type="checkbox"/>
<b>Natural</b>			
tending animals	<input type="checkbox"/>	_____	<input type="checkbox"/>
tending plants	<input type="checkbox"/>	_____	<input type="checkbox"/>
monitor environment conditions	<input type="checkbox"/>	_____	<input type="checkbox"/>
testing natural resources	<input type="checkbox"/>	_____	<input type="checkbox"/>
resolving organic problems	<input type="checkbox"/>	_____	<input type="checkbox"/>
manipulating physical world	<input type="checkbox"/>	_____	<input type="checkbox"/>

**EMPLOYABILITY SKILLS 2000+: QUALITIES EMPLOYERS SEEK**

<b>Fundamental Skills</b> The skills needed as a base for further development.	<b>Personal Management Skills</b> The personal skills, attitudes and behaviours that drive one's potential for growth.	<b>Teamwork Skills</b> The skills and attributes needed to contribute productively.
<p><i>You will be better prepared to progress in the world of work when you can:</i></p> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>• read and understand information presented in a variety of forms (eg: words, graphs, charts, diagrams)</li> <li>• write and speak so others pay attention and understand</li> <li>• listen and ask questions to understand and appreciate the points of view of others</li> <li>• share information using a range of information and communications technologies (eg: voice, e-mail, computers)</li> <li>• use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas</li> </ul>	<p><i>You will be able to offer yourself greater possibilities for achievement when you can:</i></p> <p><b>Demonstrate Positive Attitudes &amp; Behaviours</b></p> <ul style="list-style-type: none"> <li>• feel good about yourself and be confident</li> <li>• deal with people, problems and situations with honesty, integrity and personal ethics</li> <li>• recognize your own and other people's good efforts</li> <li>• take care of your personal health</li> <li>• show interest, initiative and effort</li> </ul> <p><b>Be Responsible</b></p> <ul style="list-style-type: none"> <li>• set goals and priorities balancing work and personal life</li> <li>• plan and manage time, money and other resources to achieve goals</li> <li>• assess, weigh and manage risk</li> <li>• be accountable for your actions and the actions of your group</li> </ul>	<p><i>You will be better prepared to add value to the outcomes of a task, project or team when you can:</i></p> <p><b>Work with Others</b></p> <ul style="list-style-type: none"> <li>• understand and work within the dynamics of a group</li> <li>• ensure that a team's purpose and objectives are clear</li> <li>• be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group</li> <li>• recognize and respect people's diversity, individual differences and perspectives</li> <li>• accept and provide feedback in a constructive and considerate manner</li> <li>• contribute to a team by sharing information and expertise</li> <li>• lead or support when appropriate, motivating a group for high performance</li> </ul>

<p><b>Manage Information</b></p> <ul style="list-style-type: none"> <li>• locate, gather and organize information using appropriate technology and information systems</li> <li>• access, analyze and apply knowledge and skills from various disciplines (eg: the arts, languages, science, technology, mathematics, social sciences, and the humanities)</li> </ul> <p><b>Use Numbers</b></p> <ul style="list-style-type: none"> <li>• decide what needs to be measured or calculated</li> <li>• observe and record data using appropriate methods, tools and technology</li> <li>• make estimates and verify calculations</li> </ul> <p><b>Think &amp; Solve Problems</b></p> <ul style="list-style-type: none"> <li>• assess situations and identify problems</li> <li>• seek different points of view and evaluate them based on facts</li> <li>• recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem</li> <li>• identify the root cause of a problem</li> <li>• be creative and innovative in exploring possible solutions</li> <li>• readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions</li> <li>• evaluate solutions to make recommendations or decisions</li> <li>• evaluate solutions to make recommendations or decisions</li> <li>• implement solutions</li> </ul>	<ul style="list-style-type: none"> <li>• be socially responsible and contribute to your community</li> </ul> <p><b>Be Adaptable</b></p> <ul style="list-style-type: none"> <li>• work independently or as part of a team</li> <li>• carry out multiple tasks or projects</li> <li>• be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done</li> <li>• be open and respond constructively to change</li> <li>• learn from your mistakes and accept feedback</li> <li>• cope with uncertainty</li> </ul> <p><b>Lean Continuously</b></p> <ul style="list-style-type: none"> <li>• be willing to continuously learn and grow</li> <li>• assess personal strengths and areas for development</li> <li>• set your own learning goals</li> <li>• identify and access learning sources and opportunities</li> <li>• plan for an achieve your learning goals</li> </ul> <p><b>Work Safely</b></p> <ul style="list-style-type: none"> <li>• be aware of personal and group health and safety practices and procedures, and act in accordance with these</li> </ul>	<ul style="list-style-type: none"> <li>• understand the role of conflict in a group to reach solutions</li> <li>• manage and resolve conflict when appropriate</li> </ul> <p><b>Participate in Projects &amp; Tasks</b></p> <ul style="list-style-type: none"> <li>• plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes</li> <li>• develop a plan, seek feedback, test, revise and implement</li> <li>• work to agreed quality standards and specifications</li> <li>• select and use appropriate tools and technology for a task/project</li> <li>• adapt to changing requirements and information</li> <li>• continuously monitor the success of a project/task and identify ways to improve</li> </ul>
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Source: The Conference Board of Canada

## ACCOMPLISHMENT IDENTIFICATION

Identifying your accomplishments and some goals you have achieved will not only help with the development of your resume, but will also give you an opportunity to market and promote your abilities during an interview.

Reviewing the questions in this exercise will help you to remember some of your achievements and accomplishments in various areas such as work experiences, courses/school projects, extra-curricular activities, volunteering experiences, performance appraisals, presentations etc...

- Accomplished more with the same or fewer resources? (How? Results?)
- Received awards, honors, special recognition, etc..(For what? Why?)
- Increased efficiency? (How? What were the results?)
- Solved difficult problems? (How? What? Results?)
- Accomplished something for the first time? (What? Outcome?)
- Developed, created, designed or invented something? (What? How?)
- Prepared original paper, reports, and articles? (Why are they important?)
- Managed a work group, a team? (Who? How many? Results?)
- Saved or made the company/organization money? (How? How much?)
- Supervised, managed or trained employees? (Where? How many? Outcome?)
- Increased sales or productivity? (How? By how much?)
- Been promoted or upgraded? (When? Why is this important?)
- Identified problems others did not see? (What? Results?)
- Developed a new system or procedure? (What was it? What were the benefits?)
- Increased effectiveness? (How? Results?)
- Managed a budget? (How much? Results?)
- Coordinated special products? (What? Benefits? Results?)

Now that you have a list of all your accomplishments, you are ready to develop CAR Statements which consists of specifying the challenges, action and result of each accomplishment.

**C** – the **CHALLENGE** or problem or situation that you faced

**A** – the **ACTION** that you took and skills you used to solve the problem or meet the challenge

**R** – the **RESULT** that you obtained

Source: Right Management Consultants

*Example:*

**Challenge:** Required to obtain the anonymous opinions of customers on the services received through a survey without any additional paper and printing costs.

**Action:** Utilized the company website to place a survey for customers to provide their opinions, feedback and suggestions, which were converted into a database for managers to review.

**Result:** The managers were impressed by the cost savings approach and having a paperless reporting feature of their customers suggestions and feedback on services.

## STEPS TO WRITING A GOOD RESUME

### STEP 1 : Contact Information

Your contact information should be in a format that is easy for the employer to read and should include a variety of different ways to contact you – ie: email, phone number, cell number, pager etc. If you have two addresses – a school address and a permanent home address, you should include both. Make sure you have a reliable answering machine and phone message an email address that are professional.

*Examples:*

<b>Sandy Hill</b>	
<hr/>	
<i>sandyhill@yahoo.com</i>	
<b>School Address</b>	<b>Permanent Address</b>
1234 University Lane Ottawa, ON K1V 6I8 Cell: 613-555-3456	444 Hillview Cres. Toronto, ON M4J 4P9 416-522-3434

<b>ANDREW THOMPSON</b>
<hr/> <i>andrewthompson@hotmail.com</i>
1224 University Drive, Carleton University, Ottawa, ON K3V 9Y9 – 613-343-1234 555 Willow Drive, Oakville, ON M5J 4R7 – 416-567-6789

### STEP 2: State an Job Objective or Career Summary

#### Career Objective:

For some students this is the most difficult step, but it's also the most important one. You need to be able to clearly say what job you want so the reader knows how to evaluate your resume. Your objective should be a specific, brief and direct statement of the employment opportunity you wish to pursue. It should clearly relate to a target job and company. Try to avoid general statements such as "Seeking a challenging position with the opportunity to utilize engineering skills and knowledge".

**Employers View's**  
75.4% of employers have indicated a preference for specifying a career objective or career summary  
– Career Options

*Examples:*

<b>CAREER OBJECTIVE</b>
"Entry level position utilizing my educational background and skills in the area of accounting, financial analysis and investment planning."
"A civil engineering position with PLC Contractors within the environmental assessment area."
"Internship position within the public relations/media production department of Baxter & Smith Communications Inc."

**Career Summary:**

A career summary can be used instead of a career objective. A career summary provides an excellent opportunity for you to briefly summarize your qualifications that would directly target and be applicable to the career area. The summary should highlight specific experiences, skills and training related to the position advertised.

*Examples:*

**CAREER SUMMARY**  
“A Bachelor of Commerce graduate with a major in Marketing. A solid understanding of marketing strategies illustrated through academic projects and co-op work terms in the areas of: marketing strategies, competitive analysis, advertising campaigns, web-based marketing and business management.”

**CAREER SUMMARY**  
“Economic Analyst with a Masters degree in Applied Economics including research analysis and consulting experience. Theoretical and practical knowledge with a solid understanding of economic principles and policies affecting business, social and political programs.”

**CAREER SUMMARY**  
“IT graduate with relevant IT projects and team work experience through academic program. Gained strength and skills in critical problem solving, system analysis, project leadership, database design and technical trouble shooting.”

**STEP 3: Education - List your Training & Education related to the job you want**

The education section is an important part of your resume and should be the next section after the objective. Information you can include under this section:

- full title of degrees obtained starting with the most recent including any minor degrees
- graduation date or anticipated graduation date
- name of institution
- relevant course work – ie: projects, assignments, thesis topic
- highlight of courses – ie: most relevant senior course titles
- GPA may be included if impressive
- Academic achievements – ie: scholarships, dean’s list, academic awards (if you have a number of awards or recognitions you may also have a separate heading titled “Achievements” and group your educational awards with other achievements

**Employers’ Views**  
73.2% of employers like to see related courses which describe program content  
– Career Options

Example:

<p><b><u>EDUCATION</u></b> April 2003</p> <p><b>Relevant Course Work</b></p> <p><b>Accomplishments</b></p>	<p><b>Bachelor of Commerce, Honours in Marketing</b> Carleton University</p> <p>Accounting                      Finance                  Statistics Marketing        Operations Management                  Strategies                      Organizational Behaviour                  Economics</p> <p>Entrance Scholarship (1999)                  Dean's List (2000, 2001)                  Marketing Business Competition Finalist (2002)</p>
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<p><b><u>EDUCATION</u></b> April 2003</p> <p><b>Selected Courses:</b></p> <p><b>Software Project:</b></p> <p><b>Object Oriented Design:</b></p>	<p><b>Bachelor of Computer Science</b> Carleton University</p> <p>Object Oriented Programming, C++ Programming, Database Management Systems, Data Communications &amp; Network, Systems Analysis &amp; Design</p> <p>Using the Queue Theory in OO Programming designed a simulation tool and tested to calculate the average waiting time for a customer in a bank.</p> <p>Developed software for a home security system in a team group. Designed, developed and implement the software in MS Visual C++ environment.</p>
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**STEP 4: Skills - Sell Your Strongest Qualifications/Skills**

Your resume should provide a list of your strongest skills keeping in mind the employer's interests and the type of skills they are looking for in candidates. Your list of skills that you possess should be directly related to the job you are targeting. The job description will tell you exactly what the employer skills, experience and qualifications are required for the job. Keep in mind that you need to summarize each skill with validating evidence to show how you possess that skill. You could name this section "Summary of Qualifications", "Highlights of Qualifications", "Professional Profile", "Qualifications".

**Employers' Views**  
 96.3% of employers responded in favour of identifying skills on the resume which are targeted to the requirements of the position and should be supported with examples  
 – Career Options

*Example:*

**HIGHLIGHTS OF QUALIFICATIONS**

**Communication Skills:** articulate with excellent people skills developed through retail experience.

**Writing Ability:** developed through academic essay writing and as a volunteer newsletter writer for a community newspaper.

**Multi-tasking:** proficiently multi-tasked a variety of activities such as academics, part time employment, varsity sports and volunteer activities.

**Leadership Abilities:** consistently gained increased responsibility through employment history. Sound judgement and solid decision-making skills.

**STEP 5: Work Experience - Focus on Skills & Achievements**

Employment listed under this section should include co-op work terms, practicums, part-time, summer jobs (related or not to your career goal) which gave you the opportunity to learn and practice specific skills. List your most recent job first, then your previous jobs. Give the dates of employment, job title and the company/organization name.

When describing your work experience, relate what you did to a skill you used, a contribution you made or an accomplishment you made in the position – rather than just listing job duties.

*Example:*

**WORK EXPERIENCE**

Sept. 2002 to Mar. 2003  
(part-time)

**Study Skills Assistant**  
*Student Life Services, Carleton University*

- helped students to study more effectively

*Better Example:*

**WORK EXPERIENCE**

Sept. 2002 to Mar. 2003  
(part-time)

**Study Skills Assistant**  
*Student Life Services, Carleton University*

- implemented creative learning strategies that resulted in students studying more effectively and passing exams

## STEP 6: Information

Information that describes unique attributes, skills, knowledge and experience gained through other means whether it was through volunteer experiences, extra-curricular activities or interests – can be grouped under other categories to give you the opportunity to highlight other competencies.

**Employers' Views**  
76.4% of employers indicated a preference for including extra-curricular activities to demonstrate additional skills gained – Career Options

Possible Categories or Headings for other information:

**Additional Information**  
**Additional Qualifications**  
**Affiliations/Memberships/Professional Associations**  
**Languages**  
**Volunteer Experience**  
**Community Involvement**

*Examples:*

### **EXTRA-CURRICULAR ACTIVITIES**

Nepean Intermediate Soccer Club (2000-2003)

- Captain: organized practices and assisted the Coach in strategizing plays

Little Tykes Soccer League

- Coach: organized practices and games for 6-8 year old children, communicated rules of the game and position responsibilities

Piano Student – McNeil's Music Academy

- Completed Intermediate Level and achieved 1<sup>st</sup> place in National Piano Competition

### **VOLUNTEER INVOLVEMENT**

- Tutored 2<sup>nd</sup> year students in Math and Science courses
- Volunteer Information Clerk with the Tulip Festival
- Volunteer with the Glebe Community Centre in organizing community events

### **MEMBERSHIPS**

- **VP Executive** with the Carleton University Commerce Society: liaised with students and corporation in organizing an annual "Meet & Greet" event.
- **Member** of the Ontario Marketing Association: participated and attended various workshops and events focused on the Marketing industry.

## **CHRONOLOGICAL RESUME**

The chronological resume is a traditional format, which is recognized by most employers. This style of resume is a summary of your education, employment history, skills and extracurricular activities. The chronological resume organizes your information by date, beginning with your most recent educational degree, work experience positions or extracurricular activities and working backwards. It also emphasizes your duties, skills and accomplishments under each job title.

If you do not have paid employment history, you can use the chronological resume to profile your volunteer work experience in the same way.

Typically, a chronological resume is organized in the following order:

**Name Header**  
**Career Objective**  
**Education**  
**Skills Profile**  
**Work Experience or Volunteer Experience**  
**Extra-Curricular Activities/Awards/Memberships**  
**References**

## CHRONOLOGICAL RESUME EXAMPLE

### NAME

Address

City, Province, Postal Code

Phone Number E-mail Address

### CAREER OBJECTIVE

Your career/job objective is a statement of your short, and if you choose, your long term employment goals. Be brief and to the point. Your career objective should relate to the job and company applied for.

### EDUCATION

19xx-19xx

#### TITLE OF DEGREE

University Attended, City, Province

- relevant courses or special projects, title of thesis
- scholarships, awards, Dean's List

### SKILLS PROFILE

This section would include a short list of skills that are targeted toward your career goals and should also match the job you are applying for.

- good interpersonal and communication skills
- excellent writing skills and research skills
- computer skills: Microsoft Word, Excel, WordPerfect
- fluent in French and English

### WORK HISTORY

Jan. 19xx -Present

(part time)

#### TITLE OF POSITION

Name of Company/Organization

City, Province

- effectively supervised...
- dynamically trained...
- quickly and efficiently organized...

May 19xx-Aug. 19xx

(summer)

#### TITLE OF POSITION

Name of Company/Organization

City, Province

- researched...resulting in a **successful classroom presentation**
- wrote...resulting in **co-publishing an article** on....
- analyzed...**discovering a computer virus** which....

### EXTRA-CURRICULAR ACTIVITIES

This section offers an opportunity to supply information which does not normally fit neatly into the other categories and allows you to present job-related skills, knowledge and achievements acquired through a wide variety of experiences. Employers consider this section just as important as the others, as it helps them see you as a "whole person". This section can include things such as:

- memberships
- campus activities
- volunteer work/community involvement
- hobbies and leisure activities

### REFERENCES

Available upon request.

You should be prepared to provide employers with the names of three individuals you anticipate will comment favourably on your skills and abilities. References can come from employment, volunteer work, and education. Standard of practice is to indicate on your resume that references are available upon request. List references on a separate sheet of paper, be sure to include: name of person, title of position, name of company, full mailing address, telephone number and e-mail address.

## **COMBINED/SKILLS RESUME**

The combination/skills resume focuses mainly on your qualifications, experiences and accomplishments which are grouped together according to areas of skill, rather than tied to specific positions and dates. Possible skill category headings that could be used are: communication skills, leadership skills, organizational skills, technical skills, and customer service skills. With this type of resume, emphasis is placed on what you've achieved and not where and when you achieved it. The idea is to highlight your skills in particular areas that are relevant to the position sought. To write an effective combined resume you need to rethink your past experiences and focus on what skills you have developed, how those skills may be attractive to your next employer and how you can quantify or qualify your accomplishments.

Typically, a combined/skills resume is organized in the following order:

**Name Header**  
**Career Objective/Career Summary**  
**Education**  
**Summary of Qualifications/Skills & Abilities**  
**Work History**  
**Extra-Curricular Activities/Awards/Memberships**  
**References**

## COMBINED/SKILLS RESUME EXAMPLE

<b>NAME</b> Address City, Province, Postal Code Phone Number    E-mail Address	
<b>CAREER SUMMARY</b> A career summary provides an excellent opportunity for you to briefly summarize your qualifications and convince the employer to read the rest of your resume. The summary should be targeted to the job you are applying for and highlight specific experiences, skills and training related to the position advertised. A career summary can be used instead of a career objective. You can also substitute a Career Objective here.	
<b>EDUCATION</b> 19xx-19xx	<b>TITLE OF DEGREE</b> University Attended, City, Province • relevant courses or special projects, title of thesis • scholarships, awards, Dean's List
<b>HIGHLIGHTS OF QUALIFICATIONS</b> It is in this section that you use subtitles to divide your experience into areas of skill, such as communication skills, analytical skills, management skills or sales skills. To determine what skills to highlight, consider what the employer needs for the position you are seeking. Your experience can come from paid positions or volunteer work.	
<b>Communication Skills</b> <ul style="list-style-type: none"><li>• <b>effectively wrote</b> summer students' progress reports relating to....</li><li>• <b>dynamically presented</b> a seminar on...</li><li>• <b>creatively delivered</b> a presentation on.....</li><li>• <b>accurately advised</b> senior staff regarding....</li></ul>	
<b>Analytical Skills</b> <ul style="list-style-type: none"><li>• <b>researched</b>...resulting in a <b>publication</b> on...</li><li>• <b>conducted focus groups</b> resulting in <b>successful marketing strategies</b> on...</li><li>• <b>surveyed</b>...resulting in an <b>A+ research paper</b> which was presented.....</li></ul>	
<b>Management Skills</b> <ul style="list-style-type: none"><li>• <b>trained</b> student staff on safety procedures <b>resulting in fewer accidents</b> during...</li><li>• <b>successfully coordinated</b> a meet and greet gathering for students in....</li><li>• <b>effectively supervised</b> volunteers to assist with a <b>successful fundraiser</b> for....</li></ul>	
<b>WORK HISTORY</b> 19xx- Present	<b>TITLE OF POSITION</b> Name of Company/Organization City, Province
19xx -19xx	<b>TITLE OF POSITION</b> Name of Company/Organization City, Province
<b>EXTRA-CURRICULAR ACTIVITIES</b> This section allows you to present job-related skills, knowledge and achievements acquired through a wide variety of other experiences. It can include things such as: <ul style="list-style-type: none"><li>• memberships                      • campus activities</li><li>• hobbies/leisure activities • volunteer work/community involvement</li></ul>	
<b>REFERENCES</b> Available upon request.	

## RESUME CHECKLIST

### **Contents - Have I:**

- researched the job I am applying for so that my key transferable skills are highlighted?
- checked and double-checked my spelling and grammar? Verified phone numbers and email address?
- remembered not to include information that is irrelevant (ie: date of birth, marital status)?
- managed to leave the reader with a sense of who I am, my personality and "fit" into their organization?
- highlighted my achievements and accomplishments?
- made sure that my career objective relates to the job I am applying for?
- included extra-curricular activities, not just my education and employment?
- used good descriptive words to describe my job duties and emphasized specific skills developed? Avoided repetition of words or phrases such as: "I was responsible for"?
- had a third party (friends, professors, family) review my resume to ensure that there are absolutely no spelling or grammar errors?
- made my resume positive in tone and content?

### **Appearance - Have I:**

- made effective use of both white & dark space in the layout of my resume? Can my eye move easily around the page?
- organized my resume so that the reader can quickly access key information during a 30-second scan?
- accentuated and maintained a consistent style for headings, subheadings, etc.?
- chosen an appropriate font style and size that are easy to read?
- varied type cases, used underlining and bolding to highlight certain headings and areas?
- used good quality paper (8.5 x 11) and laser printed my resume?
- remembered to include my name and page number on the second page?
- made clear photocopies of certain documents required with the resume (ie: transcript) and are the copies clean and legible?

**ACTION WORDS**

**Management Skills**

administered  
 analyzed  
 assigned  
 attained  
 chaired  
 consolidated  
 contracted  
 coordinated  
 delegated  
 directed  
 evaluated  
 executed  
 improved  
 increased  
 organized  
 oversaw  
 planned  
 prioritized  
 produced  
 recommended  
 reviewed  
 scheduled  
 strengthened  
 supervised

**Teaching Skills**

adapted  
 advised  
 clarified  
 coached  
 communicated  
 coordinated  
 demystified  
 developed  
 enabled  
 encouraged  
 evaluated  
 explained  
 facilitated  
 guided  
 informed  
 instructed  
 persuaded  
 set goals  
 stimulated  
 trained

**Communication Skills**

addressed  
 arbitrated  
 arranged  
 authored  
 collaborated  
 convinced  
 corresponded  
 developed  
 directed  
 drafted  
 edited  
 enlisted  
 formulated  
 influenced  
 interpreted  
 lectured  
 mediated  
 moderated  
 negotiated  
 persuaded  
 promoted  
 publicized  
 reconciled  
 recruited  
 spoke  
 translated  
 wrote

**Helping Skills**

assessed  
 assisted  
 clarified  
 coached  
 counselled  
 demonstrated  
 diagnosed  
 educated  
 expedited  
 facilitated  
 guided  
 motivated  
 referred  
 rehabilitated  
 represented

**Research Skills**

clarified  
 collected  
 critiqued  
 diagnosed  
 evaluated  
 examined  
 extracted  
 identified  
 inspected  
 interpreted  
 interviewed  
 investigated  
 organized  
 reviewed  
 summarized  
 surveyed  
 systematized

**Creative Skills**

acted  
  
 conceptualize  
 created  
 customized  
 designed  
 developed  
 directed  
 established  
 fashioned  
 founded  
 illustrated  
 initiated  
 instituted  
 integrated  
 introduced  
 invented  
 originated  
 performed  
 planned  
 revitalized  
 shaped

**Technical Skills**

assembled  
 built  
 calculated  
 computed  
 configured  
 designed  
 devised  
 engineered  
 fabricated  
 installed  
 maintained  
 operated  
 overhauled  
 programmed  
 remodeled  
 repaired  
 retrieved  
 solved  
 upgraded

**Financial Skills**

administered  
 allocated  
 analyzed  
 appraised  
 audited  
 balanced  
 budgeted  
 calculated  
 computed  
 developed  
 forecast  
 managed  
 marketed  
 planned  
 projected  
 researched

**Clerical/Detail Skills**

approved  
 arranged  
 catalogued  
 classified  
 collected  
 compiled  
 executed  
 generated  
 implemented  
 inspected  
 monitored  
 operated  
 organized  
 prepared  
 processed  
 purchased  
 recorded  
 retrieved  
 screened  
 specified  
 systematized  
 tabulated  
 validated

## SUMMARY/OVERVIEW

1. Choose a **job target** (also called a job objective). An actual job title works best.
2. Find out what **skills, knowledge and experience** are needed to do that target job.
3. Make a list of your **3 or 4 strongest skills or abilities or knowledge** that make you a good candidate for the target job.
4. For each key skill think of **several accomplishments** from your past work history that illustrates that skill.
5. Describe each accomplishment in a **simple, powerful action statement** that emphasizes the results that benefits the employer
6. Make a list of the **primary jobs** you've held, in chronological order, include unpaid work that shows you have the skills for the job.
7. Make a list of your **training and educational experiences** that are related to the job you now want.
8. Choose a **resume format** that fits your situation, either chronological or functional.
9. Arrange your **section statements** according to the format you choose.
10. Summarize your **key points** at or near the top of your resume.

Source: Damn Good Resume Guide

## **COVER LETTERS**

It is strongly recommended that your resume be accompanied by a cover letter when applying for a job. The purpose of such a letter is to formally introduce yourself to the employer and ensure a review of your resume.

### **An effective covering letter should include:**

- A reference to the particular job or type of position for which you are applying.
- Evidence of your knowledge about the company, its general policies and the job in which you are interested (this shows the employer that you are enthusiastic and that you have taken time to become informed about their operation).
- A new letter should be prepared each time you apply for a position.
- The "file" or "competition number" (if applicable) must be placed at the head of this letter and the opening sentence must identify the position of interest.
- What you say in this letter should directly relate to the position, so be sure to highlight corresponding experience or accomplishments.
- Everyone who applies for a job hopes to get it. Make your cover letter as interesting as possible, error free, and job related so that the reader will be encouraged to go on to read your resume.
- If a particular qualification, knowledge or experience highlighted in the ad is not obvious or clear in your resume, be sure to emphasize this experience in your cover letter. This is your best opportunity to convince the reader that you are the right person for the job.
- Where possible, address your cover letter to a specific person. If you are unable to find out the person's name, address your cover letter to the title of their position.
- Your cover letter should always be original, signed in ink and tailored to the company and to the job for which you are applying. Never send a photocopy with only the name of the employer changed.
- Use the same quality, colour and type of paper as you have chosen for your resume.

## CONTENTS OF A COVER LETTER

Date

Name  
Address  
City, Province  
Postal Code

Name of Contact  
Title  
Name of Company/Organization  
Address  
City, Province  
Postal Code

**Re: Competition/File Number** (if applicable)

Dear (his or her name):

**OPENING PARAGRAPH:** State why you are writing; specify position or type of work for which you are applying. You should mention how you heard of the opening (this is of great interest to the employer).

**MIDDLE PARAGRAPH:** Relate your skills, interests, knowledge and abilities to the needs of the employer; point out relevant training, education, and employment; elaborate on your courses; your field work if appropriate; highlight extra-curricular and volunteer experience.

**THIRD PARAGRAPH:** Explain why you are interested in working for the employer; specify your reasons for wanting this type of work; try to convince the employer of your ability, suitability and interest.

**CLOSING PARAGRAPH:** Use an appropriate closing to pave the way for an interview.

Best Regards/Sincerely,  
*Signature*  
Your name typed here