

CAREER SERVICES

RESUMÉ



Career Services |



University
of Manitoba

Your resumé

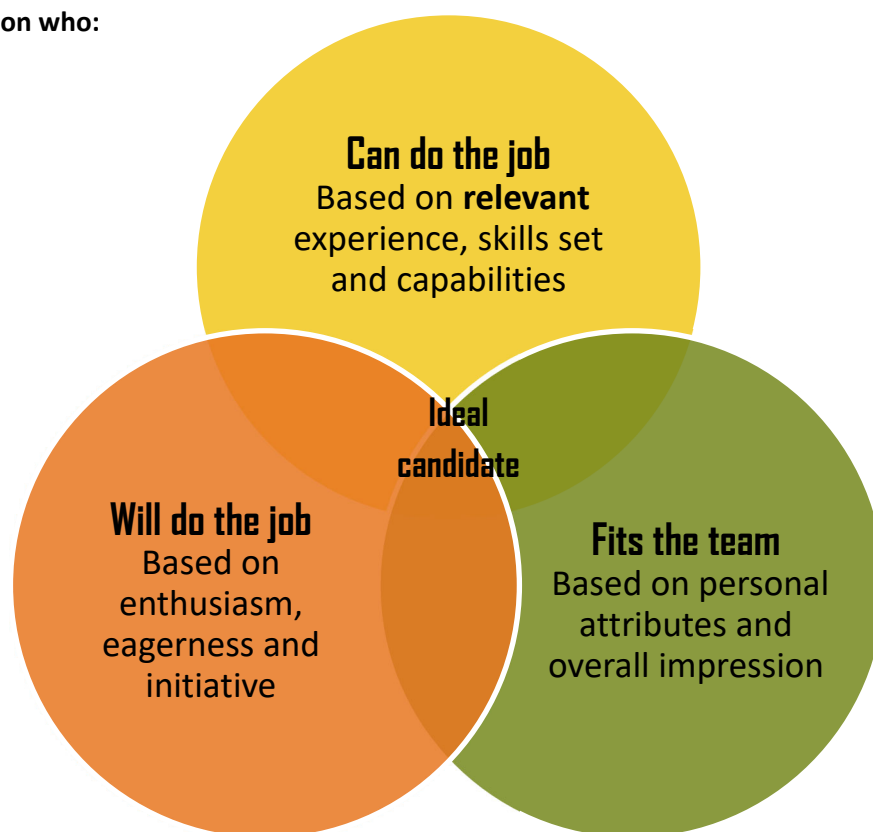
You have **done your research** and **know the jobs you are interested in applying for**: it is time to write your resumé. Your resumé is one tool you can use to communicate to an employer how your skills, experiences and education meet their needs.

Step 1: Target your resumé

Through your research you identified how your knowledge, skills and attributes align with the many workforce opportunities available. Your resumé must be completed with a specific employment goal in mind so you are able to clearly identify how you are a match for that specific position.

Identify what the employer is looking for

Employers want a person who:



Employability Skills 2000+

Check out the 2000+ skills identified by employers as critical in the workplace.

Tip:

An employer initially spends an average of 10 to 30 seconds looking at a candidate's resumé. Your resumé should clearly highlight your skills and how they match with the employer's needs. Include specific information relevant to the position. This will make the employer want to read your resumé and give you an interview!

Identify your skills that meet employer needs

In order to market yourself to an employer, it is important that you have a clear sense of what it is you have to offer - what skills do you have and what skills can set you apart from everyone else?

How to analyze a job posting

| | |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1st print | Print off the job posting for the position you are interested in. |
| No posting? | <p>If the job posting is very minimal, research the skills required for similar jobs:</p> <ul style="list-style-type: none"> • Look at related job postings • Speak with contacts in the field • Research professionals on LinkedIn • Use the National Occupational Classification (NOC) to obtain a generic duties listing |
| 2nd highlight | Highlight the required qualifications as well as the skills and abilities (sometimes referred to as competencies). Colour code to stay organized. For example, yellow may indicate skills. |
| What's important? | Employers often list the most important qualifications or skills and abilities higher on the job posting. |
| 3rd you | Document where and how you have gained the skills asked for in the job posting, writing them out for your reference. |
| Focus your resumé. | You have now identified the skills the employer cares about and how you meet that need. As you write and update your resumé, focus on the knowledge, skills, and attributes that are of interest to the employer. |

Employers are seeking specific skills

| | | | |
|-------------------------------|-----------------------------------------------|--------------------------|--------------------------------------------------------|
| 1. Technical skills | <i>Required to perform a particular task.</i> | Examples include: | Driver's license, Coding, Laboratory skills. |
| 2. Transferable skills | <i>Required to perform a particular task.</i> | Examples include: | Communication skills, Organizational skills, Teamwork. |

Transferable skills are equally, or in some employment situations, more important than technical skills. Employers can often train their new employees to develop their technical skills but usually find it hard to train or modify someone's transferable skills.

Need help analyzing a job posting?

Try [Appendix A: Deconstructing a Posting Worksheet](#) or [Come Talk to Us](#).

You've gained skills through:

Volunteer

Work

Extra/co-
curriculars

Coursework

To market yourself to an employer, you need to identify the skills that you have gained through different experiences or activities – volunteer, paid work, extra-curricular, and academic coursework. **What skills do you have to offer that meets the employer's needs?**

Need help identifying your skills?

Try the [Appendix B: Skills Matching Worksheet](#) or [Come Talk to Us](#).

Step 2: Choose your style

Different resumé types have advantages and disadvantages. Consider which fits best for you depending on your skills, experience, and the job you are applying for.

| Resumé type | Overview | Advantages |
|----------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chronological | Highlights job experience with most recent experience first. | Good for strong, consistent, relevant work history. |
| Combination | Allows you to showcase your most relevant skills while offering reverse chronological detail. | Can help people with limited related work experience highlight their skills first by allowing for school, volunteer, work, and extracurricular activities to be easily integrated. |

Check [out Appendix D: Resumé Examples](#) or find even more at the [Resumé Learning Centre](#).

Sections

Choose section headings which will highlight your accomplishments and strengths while also targeting your resumé to meet the requirements of the job and employer. There is no one right way to create a resumé. Your resumé should be as individual as you are. However, most employers want to see:

Personal
Letterhead

Profile

Education

Work
Experience

Volunteer
Experience

Your Personal Letterhead includes your: name (large font and prominent), address, phone number, email (only if professional sounding and checked regularly), LinkedIn URL, and EPortfolio URL (if you have them).

Possible resumé headings

- | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Profile • Highlights of Qualifications • Professional Qualifications • Summary of Qualifications • Technical Skills • Related Skills • Professional Experience • Additional Experience • Employment History • Work Experience • Work History • Experience • Professional Background • Relevant Experience | <ul style="list-style-type: none"> • Additional Skills • Computer Applications • Coaching Experience • Community Involvement • Community Service • Professional Activities • Extracurricular Activities • Volunteer Activities • Research • University/Campus Activities • Hobbies & Interests • Activities & Interests • Interests • Teaching Experience | <ul style="list-style-type: none"> • Conferences/Conventions • Memberships/Associations • Education • Education and Training • Professional Training • Professional Development • Additional Training • Academic Training • Workshops/Seminars • Personal Achievements • Certifications • Scholarships and Awards • Languages • Volunteer Experience |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

TIP:

Ordering Your Sections: Deciding on the order of the sections on your resumé should be strategic. The most convincing information, tailored specifically to the position you are applying for, should be on the first page of your resumé. Your strongest selling point is specific to you – it could be your education, your volunteer work, or courses you've taken.

What not to include

| No objective heading | No personal pronouns | No outdated language | No reference section | No duties list |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Use a "Profile" or "Highlight of Qualifications" section instead. | Never use "I, you, their, me, he, she, my" etc. | Words such as "responsible for" or "duties included" are no longer used on resumés. | There is no need to say "References available upon request." It is implied. Unless the employer requested them in advance, bring your references to the interview (see appendix E). | Be sure to write out demonstration statements to highlight your accomplishments. Don't simply write out your duties. |
| No personal information, physical characteristics, Or personal photos* | | | | |
| <p>Certain subjects are illegal for an employer to use when making a hiring decision, such as:</p> <ul style="list-style-type: none"> • Religion • Race, nationality, or ethnicity • Age • Political Affiliation • Health • Marital status • Photograph of yourself • Gender (including pregnancy) • Sexual orientation • Family status • Disability • Social insurance number | | | | |

*Some arts and entertainment jobs may require a "headshot" (i.e. a profile picture)

Step 3: Write your resumé

You have determined which of your skills you would like to showcase, chosen your resumé style, and narrowed down your headings. Your next step is to write your resumé.

Combination resumé: Skill headings

If you have selected a combination style resumé, choose relevant skills headings based on employer requirements, tailoring this section specifically to what the employer is asking for in the job advertisement. This section goes on the first page of your resumé, usually beneath your personal letterhead and education. Each skill heading should have two to four demonstration statements.

Sample skill headings

- | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Administrative Skills • Analytical Skills • Business Skills • Case Management Skills • Clerical Skills • Communication Skills • Computer Skills • Counselling Skills • Critical Thinking Skills • Design and Planning Skills | <ul style="list-style-type: none"> • Financial Analysis Skills • Helping/Support Skills • Information Management Skills • Interpersonal Skills • Laboratory Skills • Management Skills • Marketing Skills • Program Planning Skills • Project Management Skills | <ul style="list-style-type: none"> • Problem Solving Skills • Organizational Skills • Research and Investigation Skills • Supervisory Skills • Teaching Skills • Technical Skills • Teamwork Skills • Leadership Skills • Writing Skills |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Demonstration statements

Demonstration statements are used to show an employer *how* you have demonstrated a specific skill. A combination resume will have demonstration statements beneath each skill heading on the first page of the resume as well as under Work Experience (e.g., Employment and Volunteer). Similarly, on a chronological resume, demonstration statements are placed under your Work Experience. Do not exceed more than 8 demonstration statements per job.

The most compelling resumes are those that show HOW you have demonstrated a specific skill, not simply telling the employer that you possess a specific skill. One of the best ways to clearly outline a skill in our demonstration statement is to be strategic in our choice of Action Verbs. The Action Verb should clearly indicate the skill that you are trying to demonstrate to an employer. Eg. “Collaborated” indicates that you are demonstrating your Teamwork skills.

Tip: Avoid “passive” action verbs (eg. Provide, assist) that are general in nature and are not directly linked to a specific skill.

| Action verb | Noun | | Impact ANSWER 2 Who? What? Where? When? Why? How? What was achieved? |
|-------------------------|-----------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------|
| Awarded | employee of the month | three times over | as a result of providing a consistent and high level of service to customers |
| Supported and counseled | clients | ages 7-14 | by email, phone and in-person during times of extreme personal crises |
| Graded | assignments | of 100 | undergraduate Chemistry students, providing written feedback and ideas for improvement during bi-weekly office hours |
| Taught | complex | laboratory techniques | to university students requiring additional help in order to improve overall success in coursework |
| Interacted | compassionately | with elderly patients | when delivering meal trays in a busy hospital environment |

Need some action verb inspiration?
Try the **Appendix C: Action Verbs for Resumés List**

Tip:

Use words and qualifications that the employer uses. Pay attention to the language in the job posting and reinforce keywords throughout your resumé.

Optional: Writing your Profile or Highlight of Qualifications

Your profile is a short summary in either paragraph or bullet-point form located at the top of your resumé. If you choose to use this section, it should be tailored to the job, clearly communicating what you can do for the company while driving the content for the rest of your resumé. It is typically three statements of up to five lines that sum up your relevant experiences and special skills.

Your profile should cover:



Brand yourself by using your title, then touch on the most relevant technical and transferable skills you have to offer the employer. Be sure to make a statement that underscores the impact you have made in your previous experiences. Some profiles are accompanied by bulleted skills of interest. See the final resumé example at the end of this workbook to see appropriate profile placement on your document or review our [Sample Resumes](#) for additional ideas.

Examples

Highly motivated and self-directed individual with over 3 years of experience meeting customer needs. Proven track record of working effectively in a team in highly stressful and demanding environments. Exceptional communicator fluent in multiple languages with the ability to multi-task and prioritize effectively to complete tasks according to timeline.

- Electrical Engineer with experience in the field of power and energy Systems and primary focus on renewable energy
- Excellent interpersonal and communication skills coupled with solid technical skills gained both through on the job experience and academic projects
- Strong critical thinker with the ability to use creativity to solve problems
- Enjoys working as part of team to meet project goals and excels in a challenging work environment

Need some inspiration?

Check out more profile and highlight examples in our [Resumé Learning Centre](#).

Tip:

Be positive: sell your skills. Many students don't realize how many great skills come from their varied experiences: from school to volunteer to seemingly unrelated work experience. Don't undersell yourself! Think creatively of how your skills can be applied to your next position and market yourself accordingly.

Formatting and Set-up Tips

| | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <p>▪ Reverse chronological</p> <p>Describe your most recent experience first and work backwards. Put your dates along the right.</p> | <p>▪ 1 – 2 pages / equal margins</p> <p>3 pages maximum, if all information is relevant. Margins should be between .75 and 1.0 inch.</p> | <p>▪ Logical layout</p> <p>Your resumé can differ from the “norm.” Use the format that best demonstrates your suitability.</p> | <p>▪ Left justify</p> <p>Left justify your resumé and use spaces or dashes to emphasize important content</p> | <p>▪ Readable font</p> <p>Use 11-12 point size & a font like: Times New Roman Calibri Georgia</p> |
| <p>▪ Emphasize important info</p> <p>Headings should stand out. Try CAPITAL LETTERS, larger font, and bold</p> | <p>▪ Be consistent</p> <p>With verb tenses, spacing, dates, capitalization, bolding and general formatting</p> | <p>▪ Your name</p> <p>Your name and page number should be on each page</p> | <p>▪ Brand with letterhead</p> <p>Create an attractive personal letterhead and also use it on your cover letter</p> | <p>▪ Not too “busy”</p> <p>Minimize the use of tabs and highlighting techniques, such as bolding</p> |

Take a look at [Appendix D: Resumé Examples](#) or find even more at the [Resumé Learning Centre](#).

Tip:

Create a **portfolio** that has everything on it that you have ever done in regards to paid work, unpaid work, and education. **Do not** use this document to apply for jobs but use it as a profile of all your experiences from which to draw relevant skills.

Step 4: the application process

Have someone proofread

Your resumé should have perfect spelling, flawless grammar, and be easy to read and understand. Have a friend take a look or come to the [Resumé Learning Centre](#) and trade your resumé with another student who is looking for a proofread.

E-mailing your resumé & cover letter

Clearly indicate in the subject heading the purpose of your email (e.g. RE: Customer Service Application, Competition # 34567 Anna Choo). In the body text of the email, provide a short message to the employer, indicating what documents are attached and to which position(s) you are applying. If you need an example, find one in our [Resumé Learning Centre](#). Be sure to save your Cover Letter and Resumé as one document. The file name should include your full name and refer to the position you are applying for so it is easy for the employer to find.

Tip:

Send a single PDF. This will ensure your formatting is consistent and all pieces of the application stay together.

Searching for and applying for jobs is a full-time job!
[Come see us](#) if you need to talk.

Applicant Tracking Systems (ATS)

ATS is an initial computerized screening tool that has become more affordable and is now being used even by small organizations. When submitting an on-line resumé, especially one you copy and paste into boxes on a website, make sure you follow these guidelines:

Plain text

Do not bullet, underline, shade, use boxes or italics. Only use characters on your keyboard.

Repeat keywords

The system will count repeated words from the job posting.

Do not copy/paste

If you use exact sentences from the ad, the ATS will reject the resumé. Be sure to paraphrase but still use keywords.

Say "work experience"

The ATS does not recognize other headings such as "Career Experience."

Work experience

This section should say where you worked, your title and along the right side, the dates in this order.

Try these websites for more ATS information!
[LinkedIn.com](#) and [cio.com](#) have great articles on ATS.

Appendix A: how to deconstruct a job posting

How do I make a tailored resumé?

Qualifications

How do you meet the criteria?

Skills, abilities or duties

How do you meet the criteria?

Fill out the table and use it as a checklist for what needs to be on your resumé and emphasized. Since these are the things the employer cares about, take a look at the rest of your resumé and try to remove or take the focus away from things which are not of interest to the employer

APPENDIX B: SKILLS MATCHING WORKSHEET

| Written communication | I use this skill when... |
|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Condense information/produce concise summary notes accurately with correct grammar, punctuation and spelling. | |
| Write letters and reports that are logically structured and contain all relevant information. | |
| Adapt writing style in consideration of different audiences. | |
| Oral communication | I use this skill when... |
| Ask and answer questions, clarify, and summarize what others are communicating. | |
| Provide clear explanations and directions while instructing, educating and providing feedback. | |
| Communicate with others using a variety of communication strategies to negotiate, mediate, resolve difficult issues and sell ideas. | |
| Teamwork | I use this skill when... |
| Demonstrate respect and care. Is open and supportive of the thoughts, opinions, and contributions of others. | |
| Actively contribute to team projects/tasks; fulfils required roles, participates in discussion to improve effectiveness. | |
| Accept and share responsibility. Learn from constructive criticism and give positive and constructive feedback. | |
| Leadership | I use this skill when... |
| Accept responsibility for decisions and display a positive attitude and perseverance. | |
| Models a strong desire to succeed by demonstrating adaptability to achieve goals. | |
| Take initiative in leading, supporting and motivating others in developing individual skills or tasks to achieve goals. | |
| Planning and organizing | I use this skill when... |
| Effectively apply organizing and planning skills to manage work. | |
| Work effectively to complete deadlines when under pressure. | |
| Proactively plans and manages work; monitors results through to successfully complete plans. | |
| Problem solving skills | I use this skill when... |
| Make decisions in accordance to accepted practices and guidelines. | |
| Use problem-solving strategies to identify and resolve problems, issues and determine solutions. | |
| Recognize inconsistencies in reasoning. Makes decisions in situations that fall outside established guidelines. | |

| Analysis and research | I use this skill when... |
|------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Gather relevant secondary data and organize information in a logical manner. | |
| Collect primary data and/or assist in carrying out surveys, focus groups, and lab analysis. | |
| Analyze samples/surveys for quantitative/qualitative research. | |
| Numeracy: able to carry out arithmetic operations/understand data | I use this skill when... |
| Perform calculations for adding, subtracting, multiplying and dividing, and converting between fractions and decimals. | |
| Perform complex calculations and operations that require using advanced multi-step mathematical strategies. | |
| Analyze or compare numerical data to identify trends or compare statistics. | |
| Digital technology skills | I use this skill when... |
| Performs basic computer tasks, such as creating documents, saving files, and sending email. | |
| Design web pages and a wide range of software skills. | |
| Demonstrate in depth knowledge of computer software and information technology systems. | |
| Presentation skills | I use this skill when... |
| Present basic information to one or more people using appropriate resources, vocabulary, and non-verbal language. | |
| Prepare and present advanced information with clarity with the ability to respond to questions in a timely manner. | |
| Facilitate interactive presentations of advanced information customized to the interests and needs of the audience. | |
| Personal management | I use this skill when... |
| Demonstrate professionalism in recognizing expectations in work culture to maximize success in the workplace. | |
| Embrace new opportunities, learn continuously, and identify importance in every job/task. | |
| Anticipate the unexpected and respond quickly to sudden changes in circumstances. | |
| Other | I use this skill when... |
| | |
| | |

APPENDIX C

Action verbs for resumé

Analytical skills

| | | | | |
|-----------|------------|--------------|-------------|--------------|
| Analyzed | Classified | Expedited | Recommended | Studied |
| Answered | Collected | Extrapolated | Reconciled | Surveyed |
| Appraised | Compiled | Forecasted | Resolved | Synthesized |
| Assembled | Critiqued | Interpreted | Reviewed | Systematized |
| Assessed | Estimated | Investigated | Specified | Validated |
| Clarified | Evaluated | Processed | Structured | |

Communication/people skills

| | | | | |
|--------------|--------------|-------------|------------|------------|
| Addressed | Corresponded | Formulated | Negotiated | Resolved |
| Authored | Directed | Influenced | Persuaded | Spoke |
| Collaborated | Drafted | Interpreted | Promoted | Translated |
| Composed | Edited | Lectured | Publicized | Wrote |
| Contacted | Elicited | Mediated | Reconciled | |
| Convinced | Explained | Moderated | Recruited | |

Creative skills

| | | | | |
|----------------|-------------|-------------|------------|-------------|
| Acted | Designed | Founded | Invented | Revitalized |
| Adapted | Developed | Illustrated | Modified | Shaped |
| Composed | Devised | Initiated | Originated | Solved |
| Conceptualized | Directed | Instituted | Performed | |
| Created | Established | Integrated | Planned | |
| Customized | Fashioned | Introduced | Revised | |

Data/financial skills

| | | | | |
|--------------|------------|------------|------------|------------|
| Administered | Audited | Developed | Planned | Reduced |
| Allocated | Budgeted | Estimated | Projected | Researched |
| Analyzed | Balanced | Forecasted | Purchased | Tabulated |
| Appraised | Calculated | Managed | Quantified | Tracked |
| Applied | Computed | Marked | Reconciled | |

EDUCATION SKILLS

| | | | | |
|--------------|--------------|--------------|------------|--------------|
| Advised | Demonstrated | Evaluated | Guided | Supplemented |
| Adapted | Designed | Familiarized | Informed | Taught |
| Corrected | Developed | Facilitated | Instructed | Trained |
| Coached | Enabled | Fostered | Persuaded | Tutored |
| Communicated | Encouraged | Graded | Solved | |

Helping skills

| | | | | |
|-----------|--------------|--------------|------------|---------------|
| Advocated | Coached | Encouraged | Informed | Rehabilitated |
| Aided | Counseled | Expedited | Instructed | Represented |
| Assessed | Demonstrated | Facilitated | Intervened | Resolved |
| Assisted | Diagnosed | Familiarized | Motivated | Supported |
| Clarified | Educated | Guided | Referred | Taught |

Action verbs for resumés

Management/leadership skills

| | | | | |
|--------------|-------------|------------|-------------|--------------|
| Administered | Coordinated | Increased | Motivated | Reorganized |
| Analyzed | Delegated | Improved | Organized | Reviewed |
| Approved | Directed | Initiated | Overhauled | Scheduled |
| Assigned | Enhanced | Inspected | Oversaw | Spearheaded |
| Attained | Engineered | Instituted | Pioneered | Supervised |
| Chaired | Established | Led | Planned | Troubleshoot |
| Consolidated | Evaluated | Managed | Prioritized | |
| Contracted | Executed | Modeled | Recommended | |

Organizational skills

| | | | | |
|--------------|--------------|-------------|--------------|--------------|
| Accomplished | Consolidated | Ensured | Launched | Revitalized |
| Achieved | Controlled | Expanded | Monitored | Secured |
| Administered | Coordinated | Facilitated | Orchestrated | Streamlined |
| Arranged | Cultivated | Formalized | Overhauled | Surpassed |
| Assigned | Delegated | Generated | Persuaded | Synchronized |
| Attained | Demonstrated | Guided | Prioritized | Targeted |
| Collaborated | Dispatched | Implemented | Redesigned | Transformed |
| Communicated | Encouraged | Integrated | Reshaped | Upgraded |

Research skills

| | | | | |
|-----------|-----------|--------------|------------|--------------|
| Analyzed | Critiqued | Extracted | Located | Summarized |
| Clarified | Diagnosed | Identified | Organized | Surveyed |
| Collected | Evaluated | Interpreted | Researched | Synthesized |
| Compared | Examined | Interviewed | Reviewed | Systematized |
| Conducted | Gathered | Investigated | Solved | Tested |

Combination Resume

Career | 1

Anita Career

201 – 110 Job Search Road
Small Town, MB R7N 2C4
(204) 555-0989 (c)

Anita.CareerAbc123@cc.umanitoba.ca

EDUCATION

Bachelor of Arts September 2011 – Present
University of Manitoba
Major: Psychology
Expected date of completion: April 2016
Relevant Coursework: Child & Adolescent Development, Research Methods, Social Policy

SUMMARY OF SKILLS

Research

- Established method and design, prepared ethics proposal, gathered and synthesized survey data for a study on parental attachment and social engagement in young adults
- Prepared and presented research findings at Manitoba Youth Symposium 2009
- Mastered navigation and search techniques for online academic journal databases

Information Management

- Ensured the confidentiality and appropriate use of information collected from survey participants
- Utilized multiple software tools for the collection and management of information, including RefWorks, SPSS and all Microsoft Office applications
- Maintained public relations archive for Psychology Department

Interpersonal/Communication

- Presented research findings and article reviews both independently and as part of a team
- Refined written communication skills through academic writing and public relations notices
- Exercised active listening skills through volunteer work with diverse youth groups

WORK EXPERIENCE

Supervisor & Team Leader (part-time) May 2009 - present
McDonald's Restaurant, Winnipeg, MB

- Organized staffing and managed production capacity to maximize restaurant efficiency
- Trained new staff members on standardized procedures to ensure a consistently high level of customer service

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- Awarded *Employee of the Month* and commended by supervisor for superior accuracy

Landscape Labourer Summer 2008
Weed Man, Winnipeg, MB

- Multi-tasked various projects simultaneously to meet customer needs
- Performed tasks with accuracy and attention to detail under minimal supervision

Sales Assistant Summer 2007

Top Notch Sales, Winnipeg, MB

- Collaborated with team members to achieve high sales numbers in a high pressure environment

VOLUNTEER EXPERIENCE

Public Relations Officer – Psychology Students' Association May 2008 – present
University of Manitoba, Winnipeg, MB

- Conducted independent research on academic honesty practices for the Psychology Students' Association
- Held Editor-in-Chief position for Psych News newsletter, including supervising a team of editors to meet deadlines
- Kept record of Psychology Department news releases for future teams

Youth Programmer May 2007 – present

Open Door Society, Winnipeg, MB

- Planned social activities for recently immigrated youth and young adults
- Referred clients to community health, education and employment resources

ACTIVITIES & INTERESTS

- Avid gardener and landscaper
- Active member of the Psychology Students' Association
- Travelling throughout North America and Europe

KIM HOCHBAUM

14 River Avenue x Winnipeg x Manitoba x R4T 3M5
(204) 555-7676 x khochbaum@hotmail.com

EDUCATION

Bachelor of Science in Agriculture (Major of Animal Sciences) **2014 – Present**
University of Manitoba Winnipeg, Manitoba

- GPA: 3.7/4.5
- Expected date of graduation: May 2018

RELATED SKILLS

Technical and Research

- Provided daily care and husbandry for a variety of species, including: cage changes, feeding, watering, washing of cages and rooms
- Maintained daily records including animal counts, investigator data collection, animal weights, injections schedule and drug administrations
- Recorded observations, performed routine health examinations, and groomed animals (including toenail clipping and dental care) on a daily basis

Communication

- Liaised with purchasing agents and vendors to ensure supply needs are met
- Communicated with veterinary services for animal health to prevent spread of infection amongst herd
- Presented interpretive nature walks, clearly communicating information about local animal and plant species to students

Leadership

- Supervised and trained staff in a retail store, ensuring store's values and mission are upheld among employees and superior customer service is maintained
- Acted as a team captain on numerous sports teams, motivating and coaching team members to encourage them to reach their maximum potential
- Chaired meetings for a successful non-profit fundraising campaign which raised over \$5,000 for the cause, breaking the previous record for the committee

WORK EXPERIENCE

Farm Assistant **Summer 2015**
Friesen Farms Steinbach, Manitoba

- Handled, fed and cared for livestock and poultry; milked cows and processed eggs while continuously complying with Canadian Quality Assurance and Animal Welfare standards
- Repaired farm buildings and fences, utilizing a variety of tools and techniques
- Kept animal enclosures clean and monitored animals for signs of disease or injury
- Drove trucks, tractors and other powered equipment according to safe work regulations, maintaining equipment to the highest of standards

Hochbaum x 2

Nature Interpreter

Fort Whyte Centre **Summer 2014**
Winnipeg, Manitoba

- Conducted nature walks and field outing as well as campground talks about surrounding plans and wildlife to enrich visitor experience
- Developed, presented and evaluated educational programming for the general public or particular audiences (children, horticulture groups)
- Prepared brochures and wrote newspaper articles

Sales Associate

The Gap **2013 – 2014**
Winnipeg, Manitoba

- Communicated effectively with customers and provided exceptional service
- Processed cash, debit and credit transactions; trusted with cash values up to \$1000.00

Landscaper

Gredland Vegetation Ltd. **Summer 2013**
Winnipeg, Manitoba

- Completed physically demanding landscaping work including mowing, planting, weeding and installation of landscape rock and tile

MEMBERSHIPS

Student Member **2014 – Present**
Manitoba Institute of *Agrologists*

Member **2014 – Present**
Faculty of Agriculture Students' Organization

- Chaired sub-committee fundraising for flood effected farmers in Manitoba, leading a team in the organization of all logistics and planning of numerous fundraising events

VOLUNTEER EXPERIENCE

Animal Technician Assistant **2014 – 2015**
University of Manitoba Winnipeg, Manitoba

Assistant Coach Senior Volleyball **2013**
Rossburn Collegiate Rossburn, Manitoba

COMPUTER SKILLS

- Windows 10, Microsoft Office Suite, Corel WordPerfect, SPSS

LICENSES

- Valid Class 5 Drivers License

Chronological Resume - Electrical/Computer Engineering

Johnstone | 1

Bob Johnstone

123 Linden Way • Winnipeg, Manitoba • R3B 3A5
(204) 287-1313 • bob@escape.ca

Education

Bachelor of Science in Computer Engineering Internship Program 2013 - present
University of Manitoba
GPA: 3.9/4.5 (optional)
Expected Date of Graduation: May 2017
Relevant Courses: list courses here (optional)

Employment History

Summer Engineering Student Summer 2014
Manitoba Telecom Services, Winnipeg, Manitoba (June - August)

- Designed electrical panels for communications equipment for efficient and practical use of resources
- Implemented and modified PLC programs to ensure easy control of equipment
- Drafted electrical schematics and liaised with other departments regarding fabrication detail to ensure proper processes are observed

Construction Supervisor Assistant Summer 2013
Shaw Cable, Winnipeg, Manitoba (June- August)

- Trained and supervised four seasonal labourers to ensure proper observance of rules and regulations
- Upgraded and maintained existing cable network for residential sites that resulted in positive feedback about our service from customers
- Identified problems, proposed and implemented solutions in the absence of the general foreman by giving accurate information to customers
- Liaised with appropriate departments to guarantee updated services to customers

Cashier May 2009 - January 2013
Part-time
Petro Canada, Winnipeg, Manitoba

- Provided information to customers and responded to questions/complaints guaranteeing total customer satisfaction in a friendly and approachable manner
- Operated a computerized till, ordered and maintained inventory ensuring proper execution of duties and everyday goal was reached

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Volunteer Experience

Peer Mentor September 2014 - June 2016
Faculty of Engineering, University of Manitoba

- Communicated with individuals and diverse groups, ensuring a safe and respectful environment through the development of supportive relationships with participants
- Provided individual guidance to new students, assisting their transition into engineering by introducing them to academic resources and providing support

Assistant Coach June 2010 - August 2012
Fort Garry North 10A1 Hockey

- Managed player performance, recognizing areas of improvement and planning effective methods of communicating goals and implementing change
- Scheduled numerous events and activities for players and their families, leading new initiatives to foster teamwork and a fun environment for all parties
- Monitored the physical, mental, social, and emotional state of players in order to provide appropriate guidance and service tailored to their needs

Computer Skills

Languages - C/C++, Pascal, Java, HTML, Visual Basic
Software - Excel, Word, Power Point, Access, PhotoShop, Illustrator
Operating Systems - DOS, Windows 3.11-XP, UNIX
Hardware - Electronic circuits, computer installation

Awards

Dean's Honour List, Faculty of Engineering 2013 - present
Association of Professional Engineers of Manitoba 2014
Faculty of Engineering Entrance Award 2013

Memberships

President Elect 2014 - present
Institute of Electrical and Electronic Engineers

Member 2013 - 2014
University of Manitoba Amateur Radio Society

Interests

Web design, ham radio, hockey, and travelling

SAMPLE COMBINATION RESUME

Meredith Grey

201 – 110 Job Search Road
 Small Town, MB R7N 2C4
 C:1 (204) 555-0989
 E: Meredith.Grey@greysanatomy.ca

EDUCATION

Bachelor of Nursing Program **April 2010**
 University of Manitoba

SUMMARY OF SKILLS**Clinical**

- Provided competent nursing care and assessment for pediatric patients ranging from 3 to 12 years of age to guarantee proper care and treatment
- Assessed and assisted in early detection of deviations from the norm and provided competent family-centered care to ensure the health of the woman and baby
- Performed comprehensive health assessments, integrated theoretical knowledge of the geriatric population taking into account age-related changes, role transitions, and psychological adjustments to patients with health problems in a safe and clean environment

Interpersonal/Communication

- Provided a safe and protective environment while assisting patients to meet self-care needs
- Established rapport with patients through shared time, supportive relationships, and health teaching to provide service tailored to their needs
- Provided support to help make the visit a positive experience and showed sensitivity to patient and family's social, spiritual, cultural and economic needs

WORK EXPERIENCE

Pediatrics **September 2014 - Present**
Children's Hospital

- Recognized the family as an important resource for the child to provide a safe environment for children and their families
- Communicated effectively with other members of the health care team, personally and professionally, building a healthy relationship in the process
- Designed and constructed an age appropriate puzzle for school-age children and encouraged through play therapeutic conversation, healthy eating habits, independence and socialization

Labour and Delivery **September 2013 – August 2014**
Victoria General Hospital

- Encouraged parent-newborn attachment and appropriate adequate instruction during pregnancy labour, birth and postpartum period through assessing readiness, willingness and ability to learn

Adult Medical and Palliative **December 2012 – August 2013**
St. Boniface General Hospital

- Provided competent nursing care for patients with conditions such as chronic obstructive pulmonary disease, pneumonia, tuberculosis, pancreatitis, chronic renal failure, urinary incontinence, diabetes, frostbite, hypertension, osteoporosis, arthritis and others

Psychiatry **October 2010 – December 2012**
Grace General Hospital

- Provided a safe and protective environment while assisting patient to meet self-care needs
- Established rapport with patients through shared time, supportive relationship, and health teaching
- Encouraged the patient to learn new adaptive strategies to cope effectively with life stressors

Urology Surgical **June 2010 – October 2010**
Health Sciences General Hospital

- Complimented by instructor as "strong" for each of the following intents: acquisition and application of clinical knowledge and skills caring, professional relationships within established boundaries nursing inquiry, critical thinking, evidence based and ethical professional practice

VOLUNTEER EXPERIENCE

ABC I Can Learn Preschool **December 2010 - Present**

- Encouraged through activities and song, communication, trust and hand washing for new immigrant children and families
- Collaborated with social workers to provide health related resources for a pre-adolescent girls group

McDreamy Medical Centre **January 2006 – June 2008**

- Communicated with patients at risk for social isolation as identified by the health care team

ACTIVITIES & INTERESTS

- **Art history:** enjoy visiting and reading about historical sites and artifacts
- **Teaching:** assisted in tutoring daughter in Masters of Teaching program
- **Writing:** enjoy writing stories, papers, and pamphlets; invited to write article for nursing journal

Chronological Resumé with Profile

Danielle McIver

123 Kelona Street
Winnipeg, Manitoba
R3W 0L7
P: (204) 489-7410
E: D.McIver@umanitoba.ca

Highly skilled and empathetic Social Worker with more than 5 years of experience in leading, managing and supervising professional staff in social services. Past work has included customer and management services, program planning and development and educational guidance counselling. Passionate and attentive to detail with a knack for building lasting professional relationships.

EDUCATION

Bachelor of Social Work September 2013 - Present
University of Manitoba
GPA: 4.0/4.5 (optional)
Relevant Courses: (optional)
Expected date of graduation: April 2016

High School Diploma (include only if of value) September 2009 - 2013
R.B. Russell High School

RELATED EXPERIENCE

Employment Facilitator (field placement) 201X - Present
Reaching E-Quality Employment Services Winnipeg, Manitoba

- Counselling individually and in groups, clients requiring assistance in career development and employment preparation
- Advocated to employers on behalf of clients with disabilities who required additional assistance in finding employment
- Developed and facilitated Career Planning, Resumé Writing and Job Search workshops
- Liaised with other community agencies to meet client needs

ESL Tutor (volunteer) 201X - Present
University of Manitoba International Centre

- Communicated with a number of individuals and groups that contributed to a safe and diverse working environment through the development of supportive relationships with the participants
- Assisted the supervisors, as well as, other tutors in the preparation of extensive learning activities and events for international students that resulted to a rise in the popularity of our services.

Family Planning Counsellor (field placement) 201X - 201X
Planned Parenthood Manitoba, Inc.

- Provided individual counselling on human sexuality, reproductive health and contraception to clients based on their knowledge and needs
- Programmed and presented classes on family planning to immigrants and refugee communities to ensure proper information

Camp Counsellor (field placement) Summer 200X
Camp Rock (May - August)

- Scheduled numerous, fun games and activities for young campers to make their camp experience enjoyable and memorable
- Coordinated special events like bonfires and camp theatre with fellow counsellors to ensure safe execution of events and the safety of the campers
- Monitored the physical, mental, social and emotional state of campers in order to provide appropriate guidance and service tailored to their needs

CONFERENCES/WORKSHOPS

Family Violence Training Program July 201X
Community Health Centre

Domestic Abuse Workshop September 201X
Clinic Community Health Centre

OTHER EXPERIENCE

Summer Employment Officer Summer 201X
Human Resource Development Centre (May - August)

- Interviewed and referred multiple students to different summer employment opportunities in Manitoba
- Facilitated group information sessions on job search techniques to cater students with their needs in looking for jobs
- Promoted the services of students to potential employers ensuring multiple job opportunities throughout the season

EXTRACURRICULAR ACTIVITIES

Senior Stick 201X - 201X
Faculty of Social Work
University of Manitoba

Member, Volleyball Team 201X - Present
University of Manitoba

SPECIAL SKILLS

COMPUTER SKILLS:

- Microsoft Office Suite
- Windows platform
- MAC OS

LANGUAGES:

- English
- Spanish
- French

INTERESTS

- Volleyball
- Swimming
- Basketball
- Piano
- Reading

APPENDIX E: REFERENCES

Employment References

References are people who can speak on behalf of your character and work ethic. Your references can be, but are not limited to, your current or past supervisors, coworkers, peers, professors, instructors, and community leaders (e.g., your sports coach). In an employment context, a candidate would typically provide contact information for their references and the potential employer would call them via phone. Reference letters are less common.

Be sure to bring a Reference List which includes approximately three references to the interview (unless otherwise requested by the employer). Ideally, you want your references to be people who have observed your performance in a supervisor or leadership role and can describe your work ethic, skills, and character. When choosing a reference, make sure to choose someone who knows you well and can speak positively about your experience, skills, and abilities.

When asking someone to be your reference, it is important to do so in a polite and professional manner. Here are some tips to consider:

- **Ask for their permission.** Before listing someone as a reference, ask for their permission to share their contact info with a potential employer. You can do this through a phone call, email or in person.
- **Provide them with a copy of your resume, cover letter, a copy of the job posting that you are applying for.** You may also want to advise them about the date and time of the interview. This will help your references prepare for a reference call from a potential employer.
- **“Coach” your references.** You can ask your references to speak about specific skills that you would like them to highlight to a potential employer. Remember: you are an expert on what you have to offer, but your reference may not remember or be aware of everything you have done.
- **Be gracious.** Be sure to thank your reference for supporting you in this way!
- **Keep them informed on your job search progress** and let them know when you are offered a position.

When your reference is informed and prepared to receive a potential call from an employer, they will be best able to highlight your strengths and abilities to help you succeed in getting the job!

Sample email for a reference request:

Dear [Name],

I hope all is well with you. I am reaching out to ask if you would be willing to serve as a reference for me in my job search. I am applying for a [position title] at [company name], and I believe that your perspective on my skills and abilities would be valuable to potential employers. I would appreciate if you can talk about my skills in [skill], [skill], and [skill]. I will be interviewed for this position on [date at time].

If you're able to serve as a reference, I would be happy to provide you with a copy of my resume, cover letter and the job posting for the position. I understand that this may take up some of your time, and I want you to know how much I appreciate your help.

Thank you for your time and consideration.

Best regards,
[Your Name]

Academic Application References

An academic written reference is a letter written typically by a professor, instructor, or mentor that provides recognition for your academic achievements, intellectual abilities, and character. Some reasons why you might need an academic written reference include:

- Graduate school admissions
- Scholarships and grants
- Professional program admissions

When asking someone to provide a written academic reference here are some tips:

- Choose someone who knows you well, and that you have a good relationship with. You want the person to be able to speak positively about you.
- Ask them as far in advance as possible (2-3 months if possible) and follow-up with a reminder 2 weeks before it is due.
- Start by explaining the purpose of the reference letter and why you are selecting them to be your reference. Ask them politely if they would be willing to be your academic reference.
- Inform the person of the deadline for submission, evaluation criteria, and any guidelines that they are to follow (e.g., length, format, etc.).
- Provide the person with your resume, transcript, a sample of your work from their course and/or any other related information that could help them provide a meaningful reference for you.
- Express appreciation for their time and effort in writing the reference letter.

If you are feeling uneasy about asking a professor to act as a reference for you, rest assured that professors are there to assist their students in achieving their academic objectives.

Sample email for an academic written reference request:

Dear [Name],

I hope you've been well since we last spoke. I am applying for [opportunity] and I would greatly appreciate it if you could write a reference letter for me. I have always admired your opinion and expertise, and I believe that your backing would make me a strong candidate.

The reference letter is due on [date], and the guidelines require that it be [length/ format/ other guidelines]. I have attached my resume and transcript for your reference. If you require anything else from me, please let me know.

Your willingness to consider my request and offer your support and guidance is deeply appreciated.

Best regards,
[Your Name]

Sample references list:

Dustin Johnstone

123 Linden Way • Winnipeg, Manitoba • R3B 3A5
Phone: (204) 287-1313 • E-mail: dustinjohnstone@escape.ca

REFERENCES:

Judy Smith

Engineering Manager
Phillips & Temro Industries Ltd.
(204) 555-7575
Judy.smith@philiptemro.com

Frank Mann

Supervisor
Wal-Mart Canada Inc.
(204) 555-6688
Frank.mann@shaw.ca

Terry Peterson

Coach
Twins AA Hockey, South Winnipeg Hockey Association
(204) 555-6768
terrypeterson@hotmail.com