# A WORLD OF OPPORTUNITIES

## CO-OPERATIVE EDUCATION

## CO-OP Resumés
### v.2.0

uOttawa

Régime coop
Co-op Programs

**WORKBOOK**

uOttawa

Programmes coop
Co-op Programs

**CO-OP Resumés v.2.0**

Produced by the Co-operative Education Programs of the University of Ottawa
55 Laurier East 3101
Ottawa Ontario
K1N6N5

Telephone:  613.562.5741
E-mail:       coop@uOttawa.ca
Web site:     www.coop.uOttawa.ca

This guide includes a number of links to various online resources, which were valid at the time of printing. Since links are often modified, we invite our readers to consult our online version for the latest URL updates.

# WORKSHOP OUTLINE

# INTRODUCTION

**WORKSHOP LEADER**
Professional Development Specialist

**WORKSHOP GUIDELINES**
- Arrive on time
- Sign the attendance list
- Participate actively
- Respect others

The results you get directly reflect the effort you put in.

**LEARNING OBJECTIVES**
- Understand the hiring process and employability factors
- Learn to avoid common mistakes that lead to elimination
- Know how to write an effective resumé tailored to your field
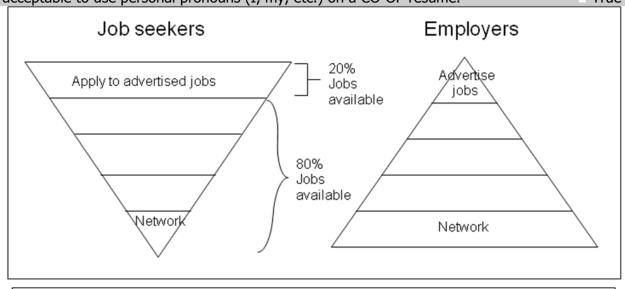
# ACTIVITY: RESUMÉ QUIZ

**Purpose:** To gain understanding of CO-OP resumé-writing do's and don'ts.

**Rationale:** Understanding CO-OP resumé-writing do's and don'ts will help you avoid obstacles when you write your own resumé.

**Activity:**

As a larger group
- Answer questions, share rationales and discuss differences in opinion.

| | | |
|---|---|---|
| 1. A perfect CO-OP resumé will get me a job. | ☐ True | ☐ False |
| 2. A CO-OP resumé should list only the most recent and relevant information. | ☐ True | ☐ False |
| 3. The length of a CO-OP resumé should be two pages. | ☐ True | ☐ False |
| 4. The best type of CO-OP resumé outlines your employment history by listing job titles, duties and dates starting with your first job. | ☐ True | ☐ False |
| 5. When looking at CO-OP resumés, employers are most irritated by spelling and grammatical errors. | ☐ True | ☐ False |
| 6. Write in complete sentences on your CO-OP resumé just as you would for a cover letter. | ☐ True | ☐ False |
| 7. Interests and hobbies don't belong on a CO-OP resumé. | ☐ True | ☐ False |
| 8. It's acceptable to use personal pronouns (I, my, etc.) on a CO-OP resumé. | ☐ True | ☐ False |



Job seekers — Employers

Apply to advertised jobs — 20% Jobs available — Advertise jobs

80% Jobs available

Network — Network

**CO-OP JOBS = ADVERTISED POSITIONS = LOTS OF COMPETITION**

**Your competition:**

Through the Navigator portal:
• Your classmates
• Fourth year students

In general:
• CO-OP students from other institutions
• Every student looking for a summer job

**Expect a challenging process, so:**

• Give your best effort
• Apply on a sufficient number of jobs, on the Navigator, IndEX and general job search sites
• Keep a positive attitude.

**NOTES:**

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## EMPLOYERS WHO ADVERTISE POSITIONS TYPICALLY:

- receive lots of applications
- skim resumés
- screen out applicants
- have different selection criteria
- look for specific skills and experience

**Their goal:** *create list of potential candidates.*
**Your goal:** *get an interview.*

## REASONS EMPLOYERS ELIMINATE CANDIDATES

- grammatical and spelling errors
- poorly developed resumés
- lack of education, experience and skills
- unsubstantiated claims
- not following procedures (ie not submitting cover letters, ignoring application deadlines, etc)
- low CGPA

## NOTES:

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## WHAT ARE EMPLOYERS LOOKING FOR?

# Employability Skills 2000+

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

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## Fundamental Skills
### The skills needed as a basis for further development

You will be better prepared to progress in the world of work when you can:

## COMMUNICATE

read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
write and speak so others pay attention and understand
listen and ask questions to understand and appreciate the points of view of others
share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
use relevant scientific, technological, and mathematical knowledge and skills to explain or clarify ideas

## MANAGE INFORMATION

locate, gather, and organize information using appropriate technology and information systems
access, analyze, and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

## USE NUMBERS

decide what needs to be measured or calculated
observe and record data using appropriate methods, tools, and technology
make estimates and verify calculations

## THINK AND SOLVE PROBLEMS

assess situations and identify problems
seek different points of view and evaluate them based on facts
recognize the human, interpersonal, technical, scientific, and mathematical dimensions of a problem
identify the root cause of a problem
be creative and innovative in exploring possible solutions
readily use science, technology, and mathematics as ways to think, gain, and share knowledge, solve problems, and make decisions
evaluate solutions to make recommendations or decisions
implement solutions
check to see if a solution works, and act on opportunities for improvement

## Personal Management Skills
### The personal skills, attitudes, and behaviours that drive one's potential for growth

You will be able to offer yourself greater possibilities for achievement when you can:

## DEMONSTRATE POSITIVE ATTITUDES AND BEHAVIOURS

feel good about yourself and be confident
deal with people, problems, and situations with honesty, integrity, and personal ethics
recognize your own and other people's good efforts
take care of your personal health
show interest, initiative, and effort

## BE RESPONSIBLE

set goals and priorities balancing work and personal life
plan and manage time, money, and other resources to achieve goals
assess, weigh, and manage risk
be accountable for your actions and the actions of your group
be socially responsible and contribute to your community

## BE ADAPTABLE

work independently or as part of a team
carry out multiple tasks or projects
be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
be open and respond constructively to change
learn from your mistakes and accept feedback
cope with uncertainty

## LEARN CONTINUOUSLY

be willing to continuously learn and grow
assess personal strengths and areas for development
set your own learning goals
identify and access learning sources and opportunities
plan for and achieve your learning goals

## WORK SAFELY

be aware of personal and group health and safety practices and procedures, and act in accordance with them

## Teamwork Skills

### The skills and attributes needed to contribute productively

You will be better prepared to add value to the outcomes of a task, project, or team when you can:

## WORK WITH OTHERS

understand and work within the dynamics of a group
ensure that a team's purpose and objectives are clear
be flexible: respect, and be open to and supportive of the thoughts, opinions, and contributions of others in a group
recognize and respect people's diversity, individual differences, and perspectives
accept and provide feedback in a constructive and considerate manner
contribute to a team by sharing information and expertise
lead or support when appropriate, motivating a group for high performance
understand the role of conflict in a group to reach solutions
manage and resolve conflict when appropriate

## PARTICIPATE IN PROJECTS AND TASKS

plan, design, or carry out a project or task from start to finish with well-defined objectives and outcomes
develop a plan, seek feedback, test, revise, and implement
work to agreed-upon quality standards and specifications
select and use appropriate tools and technology for a task or project
adapt to changing requirements and information
continuously monitor the success of a project or task and identify ways to improve

http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx

# WORKING SAFELY

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**Passport to Safety
A Security at Work Online Certification
*WORKSMART CAMPUS is free*
for University of Ottawa students!!**

Every year, about 60 000 young Canadians suffer workplace injuries, many of them causing lasting undesirable effects. Many of those afflicted were not even aware of their rights and responsibilities prior to the accident. In order to put in place prevention measures and to begin to resolve this unfortunate but avoidable issue, a nationwide safety awareness program, Passport to Safety, was developed.

**What is WorkSmart Campus?** It's an online certificate to be better prepared for the labour market with regards to safety issues.

## Why do it?
- To give you an added edge over the competition when applying for a job.
- To demonstrate to employers that you have an understanding of safety on the job.
- To help you learn about safety in the workplace.

## How do you register?
- Register and do the training online at http://learn.vubiz.com/chaccess/worksmart/Default.asp
- Step-by-step instructions are provided here
  http://www.uottawa.ca/services/ehss/documents/WorkSmart_lang_english.pdf
- More information on training services here
  http://www.uottawa.ca/services/ehss/young_workers.htm
  **Campus ID:** MEVT2747

**It enhances a resumé; it's free, easy and online, so sign up and complete this training today!!**

# CO-OP RESUMÉS

• Pre-formatted layout
- Easily searchable by employers
- Simplifies resumé building
- Consistent for everyone

• Differentiate yourself through content
- Self-promotion through the written word
• Three sections

## ANATOMY OF CO-OP RESUMÉS

1. Cover page with personal information

2. Resumé with:
- NAME
- LANGUAGES (OPTIONAL)
- EDUCATION
- SKILLS
- WORK EXPERIENCE
- ADDITIONAL WORK EXPERIENCE
- ADDITIONAL INFORMATION
- REFERENCES

3. Transcript

**NOTES:**

_____
_____
_____

**COVER PAGE:** Check all the information on your cover page for accuracy.
**_Make sure your address is valid!_**
_Changes can be done through your InfoWeb account._

## CO-OP RESUMÉ EXAMPLE

See http://coop.uottawa.ca/en/coop-students/professional-development/workshops for more examples.

*Insert new version....*

Programmes d'enseignement
coopératif

uOttawa

Co-operative education
programs

Pavillon Desmarais
55, avenue Laurier est, 3e étage
Ottawa (Ontario), Canada K1N 6N5
Nº DE TÉL. : (613)562-5741
Nº de téléc. : (613)562-5108

Desmarais Building
55 Laurier Avenue East, 3rd floor
Ottawa, Ontario, Canada K1N 6N5
Tel. no.:(613)562-5741
Fax no.:(613)562-5108

**Curriculum vitae**

**Résumé**

Last Update: January 20, 2014

## PERSONAL DATA

**Faustine Tremblay**
15, Grébert Avenue
Gatineau (Québec)
J1J 1J1

| Language of correspondence | Citizenship |
|---|---|
| FRENCH | Canadian |
| Employment Equity | Security clearance |
| | No |

## ACADEMIC DATA

| | |
|---|---|
| Program of studies | LICENTIATE IN LAW (LL.L.) (CO-OP) AND HONOURS BACHELOR OF SOCIAL SCIENCES IN INTERNATIONAL DEVELOPMENT AND GLOBALIZATION |
| Year Level | 3 |
| Cumulative grade point average | 9.1 |

letter equivalent of university of ottawa cumulative grade point average

10=A+ 9=A 8=A- 7=B+ 6=B
5=C+ 4=C 3=D+ 2=D 1=E 0=F

## Work term information

| Term | Employer | Overall evaluation |
|---|---|---|
| 1. 2014, Summer | Justice Canada | |
| 2. 2015, Winter | | |
| 3. 2015, Fall | | |
| 4. 2016, Summer | | |

* a blank field in the - overall evaluation - column means that the evaluation has not yet been submitted by the employer

**Faustine Tremblay**

## LANGUAGES

| Language Name | Speaking Level | Writing Level | Comprehension Level |
|---|---|---|---|
| French | Fluent | Fluent | Fluent |
| English | Fluent | Intermediate | Fluent |

## EDUCATION

| | |
|---|---|
| September 2012 - | **Civil law (LL.L.), Bachelor in social sciences, specialized in international development and globalization (COOP)** |
| December 2016 | University of Ottawa, Ottawa |
| | •Second year student |
| | AWARDS AND ACHIEVEMENTS |
| | •Dean's Honour List for the year 2012-2013 |
| | •University of Ottawa's admission scholarship (annual value of 4000$) |
| | •Scholarship to study in French |
| August 2010 - | **Sciences, literature and arts program** |
| May 2012 | Tremplin College, Montreal, Quebec |
| | •Interdisciplinary program; sciences, social sciences and literature |
| | •AWARDS AND ACHIEVEMENTS |
| | •Tremplin College scholarship for good grades and involvement (value of 1500$) |
| | •Sciences, literature and arts' admission scholarship for the best student of the program |
| | •Member of the Student Council as the representative of the graduating students |

## SKILLS

| | |
|---|---|
| Leadership | •Supervised fifteen employees from 15 to 35 years old |
| | •Showed initiative by introducing more effective and safer methods of working |
| | •Planned and coordinated a prom for students from C.É.G.E.P. |
| | •Coordinates the University of Ottawa's French improv league |
| Critical thinking | **CIVIL LAW** |
| | •Analyzed civil law and international law issues |
| | •Collected information from legislation, jurisprudence and doctrine to write an Appeal Factum |
| | •Solved civil law issues using legislation, jurisprudence and doctrine to write a legal opinion |
| | **INTERNATIONAL DEVELOPMENT** |
| | •Analyzed the impact of industrialization on women in China |
| | •Analyzed and spoke with other students about international politics and decisions |
| Communication | **LANGUAGES** |
| | •Excellent knowledge of French; very good knowledge of English (bilingual) |

**WRITING SKILLS**
- Write and correct French and English texts
- Write legal opinion in different law fields
- Write essays and argumentative texts for social sciences courses

**VERBAL COMMUNICATION**
- Present arguments and pleads in a civil law class
- Defended position in social sciences class
- Prepare and present oral presentation on multiple subjects
- Participates in debating tournaments
- Entertains spectators in different situations such as improv and theatre plays

Computer

**INTERNET**
- Able to make advanced research on Internet
- Able to make legal research on CanLII, LexisNexis/Quicklaw, Westlaw Canada

**MICROSOFT OFFICE**
- Shows good knowledge of Microsoft Word, PowerPoint, Excel and Publisher

## WORK EXPERIENCE

| | |
|---|---|
| May 2013 - August 2013 | **Ice Cream Store Supervisor** <br> The Cultured Cone, Vancouver. B.C. <br> • Supervised a team of eight employees <br> • Showed excellent adaptability and problem-solving skills <br> • Acquired leadership and teamwork skills while helping another supervisor to develop her leadership skills <br> • Introduced effective team working measures with the employees and the manager |
| May 2013 - August 2013 | **Barista** <br> Starbucks Coffee, Seattle Washington, USA <br> • Gave a high quality service to the customers, with the responsibility of helping Francophone customers <br> • Opened and closed the restaurant independently including the task of counting the cash <br> • Acquired communication skills in transmitting the orders to the other baristas or when receiving the orders from them <br> • Improved teamwork in helping her coworkers in their tasks to enhance production and minimize the waiting time |
| June 2011 - August 2012 | **Team Supervisor** <br> Au Brocoli Gastronomique, Mont-Tremblant, Québec <br> • Supervised and assisted the waitresses, dishwashers and the lunchbox makers <br> • Developed a critical thinking when controlling the food quality <br> • Improved communication skills when giving critical reviews about the work that has been done to the manager |

## OTHER INFORMATION

**Volunteering work and involvement**

- University of Ottawa's French improv league's External Affaires Vice President (2013-2014): Maintains good relations with external leagues; recruits new players; answers to emails
- University of Ottawa's French improv league's Internal Affairs Vice President (2012-2013): Books rooms for the events; supervises the volunteers; makes sure everything happens the right way
- Organizer of the Tremplin College prom (2012)
- Volunteer at the Tremplin College Graduation Ceremony (2011)

**Interests**

- Traveling, improv, theatre, cooking and dancing

## REFERENCES

Tom Hardy
Supervisor
The Cultured Cone , Vancouver, BC

Direct Supervisor
555-123-4567
Email@email.ca
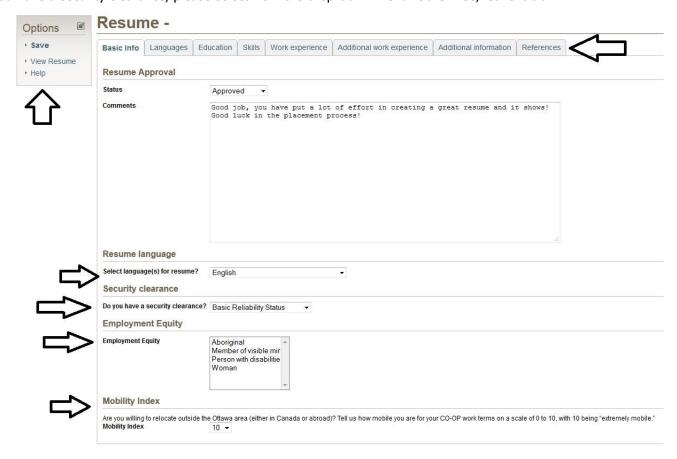
Violetta Paxton
Student Life Counsellor
Tremplin College, Montreal, Qc

Worked regularly with Mme Paxton on projects and activities
555-123-4567
Email@email.ca

Gene Rodenbury
Regional Director
Au Brocoli Gastronomique, Mont-Tremblant, Qc

One of my supervisors while I was manager
555-123-4567
Email@email.ca

# BUILDING YOUR RESUMÉ

## COOP NAVIGATOR
- Log into your InfoWeb account and select COOP Navigator.
- Click on *Build resumé* (you are now in building mode).
- Select the appropriate *Resumé language* and click on Save.
- If you have a security clearance, please select from the drop-down menu. Otherwise, leave it blank.



**EMPLOYMENT EQUITY**: Self-identify as one of the 4 employment equity groups (optional)

**MOBILITY INDEX**: Mobility index indicates your willingness to find work outside Ottawa and outside the country. 1 being not at all willing, 10 being very open to going anywhere. You can change this as your goals and your career progress.

## LANGUAGES:



| | Language Name (English) | Writing Level (English) | Speaking Level (English) | Comprehension Level (English) | |
|---|---|---|---|---|---|
| 1 | English | Fluent | Fluent | Fluent | Edit / Delete |
| 2 | French | Fluent | Fluent | Fluent | Edit / Delete |
| 3 | Arabic | Basic | Intermediate | Intermediate | Edit / Delete |
| 4 | Spanish | Basic | Basic | Basic | Edit / Delete |
| 50 | | | 4 results | | 1 of 1 |

**Add Language**

## LANGUAGE SKILLS

Please specify your language level when describing your language skills in English, French as well as other languages.

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**SECOND-LANGUAGE CERTIFICATION AVAILABLE THROUGH:**
University of Ottawa Official Languages and Bilingualism Institute
http://olbi.uottawa.ca/Language-Assessment

• Register in FLS 3500 then take the test
• Evaluates verbal, comprehension and written skills
• Gives you an advantage for jobs with the federal government
• Carries no fees
• Doesn't affect your CGPA

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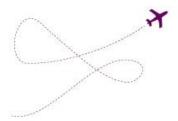
## EDUCATION

- Click on the *Add education* button (always begin with the most recent and work backwards).
- Don't include high school unless there is added value (gifted program, lots of involvement, outside Ottawa, etc.).
- *Description* box: do NOT describe your program, instead include:
  - year of study (i.e. presently in 2$^{nd}$ year),
  - academic awards, or
  - exchanges.
- Click on Save.

**Note:** *The French boxes will appear only if you have selected the bilingual format.*

**Resume -**

| | Basic Info | Languages | Education | Skills | Work experience | Additional work experience | Additional information | References | | |
|---|---|---|---|---|---|---|---|---|---|---|

| | Date (English) | Diploma/Degree (English) | School name and location: (English) | |
|---|---|---|---|---|
| 1 | September 2011 - December 2014 | Honours Bachelor of Commerce (CO-OP) | University of Ottawa | Edit / Delete |
| 2 | Fall 2004 - Spring 2011 | Law Clerk Diploma | Random College | Edit / Delete |
| 50 | | 2 results | | 1 of 1 |

Add education

# SKILLS

- The following two skills are required by all employers
  – Computer skills
  – Communication skills
- In addition, employers have specific skills requirements
  – Select at least one more and preferably two related to your program

**NB: Re-order your skills to emphasize career- or field-specific skills first**

## SKILLS SOUGHT BY ALL EMPLOYERS

COMMUNICATION AND COMPUTER SKILLS

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**Communication**
- **Languages:** Fluent English, good French (bilingual) and beginner Italian
- **Written Skills**: Composed and edited English-language essays and comparative pieces for sociology and political-science courses
- Reviewed and edited grammar and spelling for classmates' essays
- Wrote articles for the University of Ottawa's student newspaper
- Wrote memos and other documents for a technical writing class
- **Oral Skills**: Designed and gave weekly oral presentations on a variety of topics for a business-presentations course
- Introduced guest speakers at a Marketing Club wine-and-cheese event
- Participated in high-school debating club
- Gave valedictorian speech during high-school graduation ceremony

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**Computers**
**Multimedia**
- Learned independently Macromedia Dreamweaver, Adobe Photoshop, WaveLab, CorelDraw, Adobe Premiere, Flash
**Software packages**
- Microsoft Word, Excel, PowerPoint, and Corel WordPerfect
**Internet**
- Conduct Internet research using Boolean logic

**Web page creation/design**
- Developed a Web presentation in high school using HTML
- Incorporated JavaScript, Flash and Java applets into Web designs

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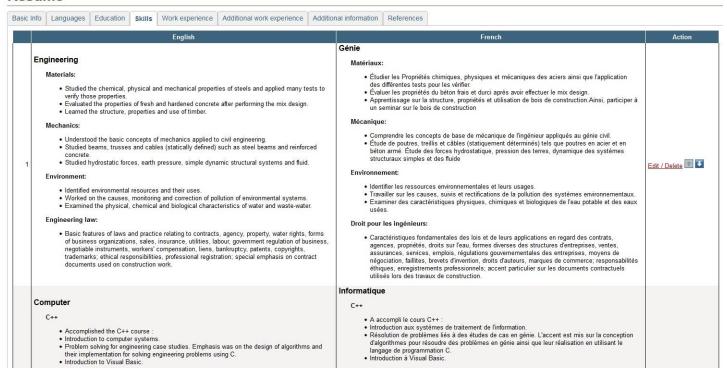
Listing the programs you know is not sufficient. Think of what you have done in your classes and describe it as concretely as possible.
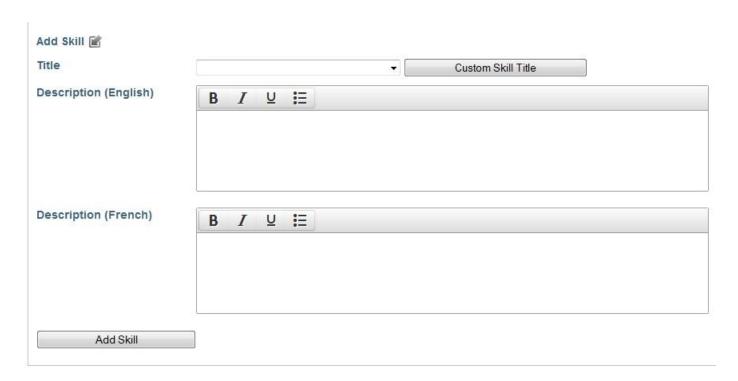
For example, hi-tech employers prefer students who are self-motivated and learn on their own time. Indicate things such as contributing to open-source, building games, on-line tutorials you've completed or even your own Web site. It shows genuine interest in your field!

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**REMEMBER:** *Selecting the subtitle is not enough. Give examples!*

## Resume -

| Basic Info | Languages | Education | **Skills** | Work experience | Additional work experience | Additional information | References |

| English | French | Action |
|---|---|---|
| **Engineering** <br><br> **Materials:** <br> • Studied the chemical, physical and mechanical properties of steels and applied many tests to verify those properties. <br> • Evaluated the properties of fresh and hardened concrete after performing the mix design. <br> • Learned the structure, properties and use of timber. <br><br> **Mechanics:** <br> • Understood the basic concepts of mechanics applied to civil engineering. <br> • Studied beams, trusses and cables (statically defined) such as steel beams and reinforced concrete. <br> • Studied hydrostatic forces, earth pressure, simple dynamic structural systems and fluid. <br><br> **Environment:** <br> • Identified environmental resources and their uses. <br> • Worked on the causes, monitoring and correction of pollution of environmental systems. <br> • Examined the physical, chemical and biological characteristics of water and waste-water. <br><br> **Engineering law:** <br> • Basic features of laws and practice relating to contracts, agency, property, water rights, forms of business organizations, sales, insurance, utilities, labour, government regulation of business, negotiable instruments, workers' compensation, liens, bankruptcy, patents, copyrights, trademarks; ethical responsibilities, professional registration; special emphasis on contract documents used on construction work. | **Génie** <br><br> **Matériaux:** <br> • Étudier les Propriétés chimiques, physiques et mécaniques des aciers ainsi que l'application des différentes tests pour les vérifier. <br> • Évaluer les propriétés du béton frais et durci après avoir effectuer le mix design. <br> • Apprentissage sur la structure, propriétés et utilisation de bois de construction.Ainsi, participer à un seminar sur le bois de construction <br><br> **Mécanique:** <br> • Comprendre les concepts de base de mécanique de l'ingénieur appliqués au génie civil. <br> • Étude de poutres, treillis et câbles (statiquement déterminés) tels que poutres en acier et en béton armé. Étude des forces hydrostatique, pression des terres, dynamique des systèmes structuraux simples et des fluide <br><br> **Environnement:** <br> • Identifier les ressources environnementales et leurs usages. <br> • Travailler sur les causes, suivis et rectifications de la pollution des systèmes environnementaux. <br> • Examiner des caractéristiques physiques, chimiques et biologiques de l'eau potable et des eaux usées. <br><br> **Droit pour les ingénieurs:** <br> • Caractéristiques fondamentales des lois et de leurs applications en regard des contrats, agences, propriétés, droits sur l'eau, formes diverses des structures d'entreprises, ventes, assurances, services, emplois, régulations gouvernementales des entreprises, moyens de négociation, faillites, brevets d'invention, droits d'auteurs, marques de commerce; responsabilités éthiques, enregistrements professionnels; accent particulier sur les documents contractuels utilisés lors des travaux de construction. | Edit / Delete ⬆⬇ |
| **Computer** <br><br> C++ <br> • Accomplished the C++ course : <br> • Introduction to computer systems. <br> • Problem solving for engineering case studies. Emphasis was on the design of algorithms and their implementation for solving engineering problems using C. <br> • Introduction to Visual Basic. | **Informatique** <br><br> C++ <br> • A accompli le cours C++ : <br> • Introduction aux systèmes de traitement de l'information. <br> • Résolution de problèmes liés à des études de cas en génie. L'accent est mis sur la conception d'algorithmes pour résoudre des problèmes en génie ainsi que leur réalisation en utilisant le langage de programmation C. <br> • Introduction à Visual Basic. | |

**Add Skill** 📝

**Title** [ _____ ▼ ]  [ Custom Skill Title ]

**Description (English)**

[ **B** *I* U ☰ ]

[ text area ]

**Description (French)**

[ **B** *I* U ☰ ]

[ text area ]

[ Add Skill ]

## FIELD- AND CAREER-SPECIFIC SKILLS

**ACTIVITY:** Create list of skills specifically related to your field of study

**Purpose:** To practice writing field- and career-specific skill statements.

**Rationale:** Emphasizing your knowledge and skills gained through classes and course work helps you match your qualifications with employer job requirements.

**Activity:**

 Individually
1. Turn to the field- or career-skills section that matches your degree program.
2. Read the information requested by employers and see resume examples on our website for how to best write the information in your resumé.
3. Choose one of the skills and support it with an example.
4. Re-write the example in a bullet-form sentence (start with the action verb such as "Developed", "Strengthened").


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## SKILLS FOR ARTS

You may not have relevant work experience, so emphasize the skills and knowledge you've gained through classes (use your syllabi for inspiration) and from volunteer experience. Each optional skill should contain 3-5 bullet-form sentences.

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**Communication:** organizational communication or media and communication (writing, editing and reviewing texts), drafting of communication products, planning and coordinating events, research, public relations, creativity.
**English, Lettres françaises, Translation:** attention to detail, writing, editing and reviewing (in communication skills section); translation; Internet research (in computer), creativity, research.
**History:** analysis, critical thinking, research methods.
**Environmental Studies, Geography:** analysis, mapping, problem-solving, research, GIS, remote sensing.
**Mathematics:** refer to Mathematics in Science.

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For example:

**Media**
- Planned, shot, and edited a short film for video production class
- Studied theories of effects and relations in the media
- Examined innovations related to documentation and communication in the fields of work and leisure

**Research**
- Researched unknown Spanish idiomatic expressions and vocabulary when composing texts
- Gathered precise terminological information for a translation class specialized in economy (English-French)
- Built a corpus from an Internet-based thematic research for a terminology class
- Edited and  peer reviewed technical documentation manuals using clear and concise language
- Familiar with various documentation formats, including Chicago style footnotes

Choose one of the skills above and give an example to support it.

Skill: _____
_____
_____
_____
_____
_____

## SKILLS FOR ENGINEERING

You may not have relevant work experience, so emphasize the skills and knowledge you've gained through classes (use your syllabi for inspiration) extra-curricular activities and from volunteer experience. Each optional skill should contain 3-5 bullet-form sentences.

---

**For all:** engineering (knowledge), management, problem-solving, project management, process design.
IN ADDITION:
**Chemical Engineering:** labs (including instruments used), knowledge of environment and chemistry.
**Civil Engineering:** analysis of laboratory materials, surveying, construction.
**Mechanical Engineering:** drawing AutoCAD, design, thermodynamics, industrial design.

---

For example:

**Engineering**
- Conducted sieve analysis, found Atterberg limits, and performed hydrometer, compaction, permeability, seepage and quicksand tests on different soil samples in the university's soil laboratories
- Built technical research skills by participating in the Formula SAE competition

## SKILLS FOR EECS

**SKILLS FOR INFORMATION TECHNOLOGY**

---

**Computer Science, Software and Computer Engineering:** software design, requirement gathering, development, testing and implementation.
**Computer Science, Software, Computer and Electrical Engineering:** troubleshooting, problem-solving, analysis, UNIX, C/C++.
**Computer and Electrical Engineering:** lab equipment, hardware design languages (VHDL, Verilog), soldering, creativity, Matlab.
**Master of Computer Science:** project management, software engineering, multimedia, systems engineering.

---

For example:

**Information Technology**
- Completed a computer-architecture course; designed a digital computer to execute a given instruction set; designed the instruction set, the CPU and the CPU control
- Used these instruments: oscilloscope, current and voltage source, voltmeter, ammeter, ohmmeter, function generator, UP-2 and UP-1 Altera board
- MAX+plus II 10.1 BASELINE: Built and simulated integrated circuits on a graphic editor, a wave simulator and in a VHDL programming language

Choose one of the skills above and give an example to support it.

Skill: _____

_____
_____
_____
_____
_____

**SKILLS FOR MANAGEMENT**

You may not have relevant work experience, so emphasize the skills and knowledge you've gained through classes (use your syllabi for inspiration) and from volunteer experience. Each optional skill should contain 3-5 bullet-form sentences.

You can also use extra-curricular activities, hobbies and volunteer work to demonstrate these skills.

---

**For all programs:** leadership, management, research, and writing.
**Accounting/Finance:** analysis, financial, problem-solving.
**International Management:** international, planning, program development and management.
**Human Resource Management:** administrative, supervision, training.
**Management Information Systems:** analysis, leadership, problem-solving, project management.
**Marketing:** creativity, media, public relations.
**Entrepreneurship:** business management, organizational behaviour, labour relations.

---

For example:

**Financial**
- Computed, analyzed and compared financial ratios for a specific company to identify trends and areas in need of attention for a Financial Accounting course
- Learned how to solve financial problems concerning future and present values, stock valuation (CAPM, Dividend Growth Model, APT), bond valuation, and values of annuities

**Leadership**
- Planned and organized student-networking events as VP of the University of Ottawa Accounting Students Club
- Organized community-awareness events, such as Christmas Hampers and Aids Walk in high school
- Received Coach's Award for leadership and dedication while playing midget competitive hockey

Choose one of the skills above and give an example to support it.

Skill: _____

_____
_____
_____
_____
_____

## SKILLS FOR SCIENCE

You may not have relevant work experience, so emphasize the skills and knowledge you've gained through classes (use your syllabi for inspiration) extra-curricular activities and from volunteer experience. Each optional skill should contain 3-5 bullet-form sentences.

---

**For all programs:** analysis, research methods, labs (describe labs and instruments used), scientific.
**Biopharmaceutical Science (genomics):** emphasize molecular biology class.
**Environmental Science, Earth Sciences:** analysis, mapping, problem-solving, research.
**Mathematics:** analysis, computer science, stats, SAS
**Physics:** Labview, software development.

---

For example:

**Laboratory skills**
- Experience conducting labs in organic and inorganic chemistry, biochemistry and biology
- Knowledge of sterile techniques for manipulating bacteria
- Hands-on experience with chromatography (thin layer, gel, exclusion, ion exchange), electrophoresis, centrifugation, spectrophotometry
- Extensive experience in pipetting, titrations, extractions, distillations, crystallizations and purifications
- Familiar with biochemical techniques, such as the preparation and purification of recombinant DNA and RNA, restriction enzyme use, enzyme kinetics, centrifugation, thin-layer chromatography, gel electrophoresis, ion-exchange chromatography, as well as Southern, Western and Northern blots

Choose one of the skills above and give an example to support it.

Skill: _____

_____
_____
_____
_____
_____

## SKILLS FOR SOCIAL SCIENCES AND CIVIL LAW

You may not have relevant work experience, so emphasize the skills and knowledge you've gained through classes (use your syllabi for inspiration) and from volunteer experience. Each optional skill should contain 3-5 bullet-form sentences.

---

**For all programs:** analysis, critical thinking, leadership, research.
**Economics:** financial, statistical, economy.
**International Development and Globalization:** focus on economics courses, accentuate administrative experience and knowledge. Describe specific interests and / or a passion through a topic such as the environment, health or women's issues. Discuss community involvement, international experience, event planning and coordination abilities.
**Civil Law, Civil Law and Globalization:** legal skills in fields of law, social justice, international.
**Public Administration:** administration, client service, program evaluation.
**Conflict Studies and Human Rights:** social justice, conflict resolution, international.
**Master's in Economics, Economics and Public Policies:** economics, industrial organization, project evaluation, SPSS, STATA

---

For example:

**Critical thinking**
- Studied the economic, social and political evolution of India and wrote a 25-page final report for an international political science class
- Collected and analyzed data for a comparative study on the views of the American and European media on the war in Iraq
- Analyzed dynamics within global order and theories used in the transnational relations through active participation in discussion groups
- Evaluated and wrote short summaries on various contemporary issues in politics and their impact on globalization in International Relations class
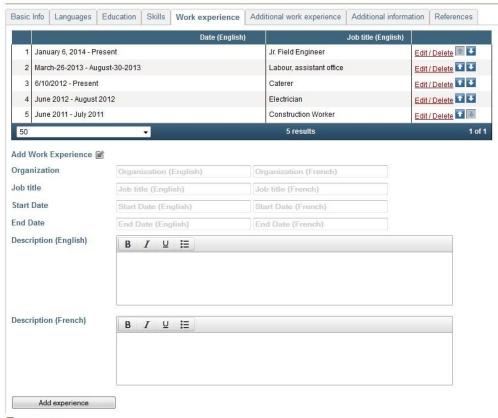
**Law or legal**
- Studied the tax law relative to charitable organizations including income tax provisions, jurisprudence, doctrine and government policies
- Searched case law databases on the rights of people with mental illness in order to produce a monthly report
- Collected data from three sources of law: legislation, jurisprudence, doctrine in a course and prepared an appeal submission
- Studied the *Criminal Code* offences, and the procedures, modes of trial and procedure rules before the tribunals
- Examined the rules and principles specific to extra contractual civil liability

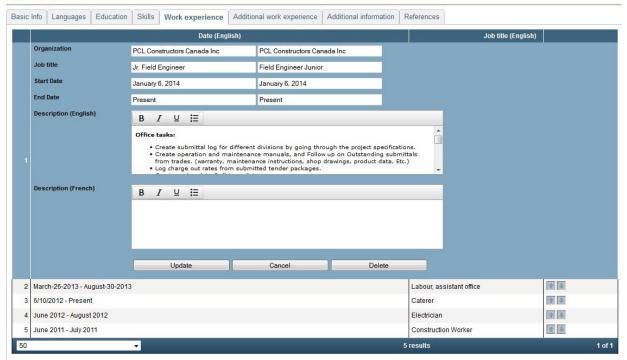Choose one of the skills above and give an example to support it.

Skill: _____

_____
_____
_____

---

# DESCRIBING YOUR WORK EXPERIENCE

## Resume -

| | Basic Info | Languages | Education | Skills | Work experience | Additional work experience | Additional information | References |
|---|---|---|---|---|---|---|---|---|

| | Date (English) | Job title (English) | |
|---|---|---|---|
| 1 | January 6, 2014 - Present | Jr. Field Engineer | Edit / Delete ⬆⬇ |
| 2 | March-26-2013 - August-30-2013 | Labour, assistant office | Edit / Delete ⬆⬇ |
| 3 | 6/10/2012 - Present | Caterer | Edit / Delete ⬆⬇ |
| 4 | June 2012 - August 2012 | Electrician | Edit / Delete ⬆⬇ |
| 5 | June 2011 - July 2011 | Construction Worker | Edit / Delete ⬆⬇ |

| 50 | 5 results | 1 of 1 |
|---|---|---|

**Add Work Experience** 📝

| | | |
|---|---|---|
| Organization | Organization (English) | Organization (French) |
| Job title | Job title (English) | Job title (French) |
| Start Date | Start Date (English) | Start Date (French) |
| End Date | End Date (English) | End Date (French) |

**Description (English)**

B   I   U   ≣

**Description (French)**

B   I   U   ≣

[ Add experience ]

## Resume -

| | Basic Info | Languages | Education | Skills | Work experience | Additional work experience | Additional information | References |
|---|---|---|---|---|---|---|---|---|

| | Date (English) | Job title (English) | |
|---|---|---|---|

| | | | |
|---|---|---|---|
| Organization | PCL Constructors Canada Inc | PCL Constructors Canada Inc | |
| Job title | Jr. Field Engineer | Field Engineer Junior | |
| Start Date | January 6, 2014 | January 6, 2014 | |
| End Date | Present | Present | |

**Description (English)**

B   I   U   ≣

**Office tasks:**
- Create submittal log for different divisions by going through the project specifications.
- Create operation and maintenance manuals, and Follow up on Outstanding submittals from trades. (warranty, maintenance instructions, shop drawings, product data, Etc.)
- Log charge out rates from submitted tender packages.

**Description (French)**

B   I   U   ≣

[ Update ]   [ Cancel ]   [ Delete ]

| 2 | March-26-2013 - August-30-2013 | Labour, assistant office | ⬆⬇ |
|---|---|---|---|
| 3 | 6/10/2012 - Present | Caterer | ⬆⬇ |
| 4 | June 2012 - August 2012 | Electrician | ⬆⬇ |
| 5 | June 2011 - July 2011 | Construction Worker | ⬆⬇ |

| 50 | 5 results | 1 of 1 |
|---|---|---|

# RELEVANT vs. NON-RELEVANT WORK (TO YOUR FIELD)

Most of you do not yet have relevant work experience but some of you do. There are different ways of writing a resumé and for these two scenarios, we will discuss two options.

**How to write job duties as accomplishments**

Learning how to write job duties as accomplishments can show employers that you have valuable transferable skills and have shown yourself to be a valuable employee in the practice of writing job duties as accomplishments.

Writing accomplishments instead of job duties helps to promote you and what you can offer employers, particularly when your jobs do not relate to your career field.

See page 27 for ideas.

Individually (on your own time)

1. Complete this for jobs that you have held, particularly those that *do not* relate to your career field.
2. For jobs you have held that *do* relate to your career path, use a more direct writing style as demonstrated on pages 30 and 31. For example, "Identified and sampled designated substances and hazardous materials within project areas throughout government facilities." Notice that the verbs at the beginning of the phrase directly describe the action that took place rather than the learning that took place.

**NON-RELEVANT WORK EXPERIENCE**

Here's an example for a waiter:

| Duties | Relevant skills | Point-form statements | Achievements |
|---|---|---|---|
| • Serve customers<br>• Work with other employees<br>• Complete cash transactions<br>• Clean tables, fill ketchup bottles | • Communications<br>• Interpersonal<br>• Time and priority management<br>• Teamwork<br>• Leadership<br>• Financial | • Acquired very good time-management skills while serving customers and maintaining restaurant cleanliness<br>• Developed good communication skills by dealing with customers<br>• Worked as part of a team to serve up to 300 customers per shift | • Won employee of the month<br>• Responsible for closing (additional responsibility)<br>• Trained new staff |

Start with your achievements such as promotions, additional responsibility, meeting or surpassing sales goals, etc.

Then continue with your job duties but make sure to incorporate the skills you've gained into your point-form statements as we've done above.

For example:

| Sept. 2011 - April 2013 | **Server**<br>Hard Rock Café, Ottawa ON<br>• Won employee-of-the-month award twice which recognizes excellent performance and a positive attitude.<br>• Given additional responsibility for closing restaurant within two months.<br>• Demonstrated leadership by training new staff.<br>• Acquired very good time and priority management skills while taking orders, serving customers and maintaining restaurant cleanliness.<br>• Developed problem-solving and communication skills while dealing with customers. |
|---|---|
| *NOTE: Not all skills or job duties listed in the table above were used in this work experience.*<br>***Remember, the resumé is not a biography!*** | |

Now it's your turn. Do this exercise for every job on your own time.

Job title: _____

| Duties | Relevant skills | Point-form statements | Achievements |
|---|---|---|---|
| | | | |

Job title: _____

| Duties | Relevant skills | Point-form statements | Achievements |
|---|---|---|---|
| | | | |

**Don't label the jobs you have held as unimportant! From an employer's perspective, you can develop skills in any job and that's why they look for concrete examples of relevant skills on your resumé. You can even find them in extra-curricular activities.**

Look at the following examples:

| GAS STATION ATTENDANT | • mechanical skills<br>• interpersonal skills<br>• sales and promotional skills | •customer service<br>• teamwork<br>• communication |
|---|---|---|

| OFFICE CLERK, TELEPHONE ATTENDANT | • time-management skills<br>• interpersonal skills<br>• problem-solving<br>• computer skills | • priority management<br>• teamwork<br>• communication<br>• professionalism |
|---|---|---|

| TREE PLANTER | • physical fitness/strength<br>• manual dexterity<br>• ability to meet production quotas | • autonomy<br>• discipline<br>• endurance |
|---|---|---|

| WAITER, WAITRESS | • interpersonal skills<br>• customer service<br>• time and priority management | • memory skills<br>• sales skills<br>• teamwork |
|---|---|---|

| PAINTER | • technical skills<br>• customer service<br>• attention to details<br>• meeting deadlines | • manual dexterity<br>• autonomy<br>• creativity<br>• artistry |
|---|---|---|

| HOCKEY PLAYER | • team spirit<br>• physical fitness<br>• agility<br>• commitment | • focus on results<br>• self-discipline<br>• desire to excel<br>• leadership skills |
|---|---|---|

## RELEVANT WORK EXPERIENCE VERSUS ADDITIONAL WORK EXPERIENCE

Use the Work Experience section if you have relevant work experience and put non-relevant experience into the "Additional Work Experience" section.

Here's an example for a History student:

---

**WORK EXPERIENCE**

March -
July 2013
**Archaeologist's Assistant**
RGS Archaeological Services, Hamilton ON
- Arranged artifacts based on chronological and geographical order.
- Operated graphing program to transform raw data into useful graphs.
- Revised and verified the grammar and statistics of written field reports.

**ADDITIONAL WORK EXPERIENCE**

June -
August 2012
(Summer job)
**Customer Contact Representative**
Protocol Marketing, Hamilton ON
- Solicited business orders and set up appointments by telephone in a fast-paced, professional environment.
- Entered customer information efficiently in database.

June -
August 2011
(Summer job)
**Cook**
The Gown and Gavel, Hamilton ON
- Given additional responsibility for opening and closing of the kitchen.
- Demonstrated the ability to work under little or no supervision.
- Gained ability to multitask while maintaining and operating grill, fryers, convection oven, and industrial dishwashers in a busy environment.
- Ensured that fridges were properly stocked.

---

Here's another example for a Mechanical Engineering student:

---

**WORK EXPERIENCE**

June -
August 2014
(Summer job)

**Engineering Assistant**
Ontario Ministry of Transportation, New Liskeard District ON
- Collected and organized information from various sources to design district atlas cooperatively with regional office for distribution within the Ministry.
- Applied mathematical knowledge and skills to calculate and verify reconstruction cost estimates.
- Collaborated with other team members to recognize and document problems while conducting inspections on degraded sections of road and failing multiplate culverts.
- Remodeled information booklet independently using desktop publishing software for distribution to the public.

**ADDITIONAL WORK EXPERIENCE**

February -
July 2013

**Sales Professional**
Ontario Energy Savings Corporation, Ottawa ON
- Conducted sales presentations for long-term energy savings to prospective customers of small and large energy consumption.
- Achieved sales goals regularly by working effectively both independently and as part of a team.
- Contributed to the team by accepting and providing feedback in a constructive and considerate manner.

Winter 2012
and 2013

**Snowboarding Coach and Instructor**
Ski Mont Kanasuta QC
- Organized and implemented coaching objectives as one of two head coaches of a team of 20 athletes ranging in age from 13 to 17.
- Applied creative thinking while maintaining composure under pressure to ensure that students received best instruction possible.
- Assessed athletes and adapted training program to their needs by using effective teaching techniques.

---

# DIRECT VS. INDIRECT WRITING STYLES

Note that work experiences on the previous pages for someone with relevant experience use a different writing style: a direct rather than an indirect style as we used for building a resumé with no relevant experience.

Writing in a more direct style is a way to show that you *HAVE* relevant experience. In the direct writing style, the verbs at the beginning of the phrase describe directly the action that took place, rather than the learning that occurred.

**Direct:**
Trained new employees on safe handling of materials, supervised them during shifts, and conducted bi-annual performance evaluations.

**Indirect:**
Developed leadership and communication skills while training new employees, supervising them during shifts, and conducting bi-annual performance evaluations.

*Follow the reverse chronological order for your work experience in each section (most recent experience first and work backwards).*

# ACTION VERBS

**MANAGEMENT SKILLS**
Administered
Analyzed
Appointed
Assigned
Attained
Chaired
Consolidated
Contracted
Coordinated
Decided
Delegated
Developed
Directed
Established
Evaluated
Executed
Generated
Handled
Headed
Hosted
Improved
Increased
Lead
Managed
Motivated
Organized
Oversaw
Planned
Prioritized
Produced
Recommended
Reorganized
Reviewed
Scheduled
Strengthened
Supervised

**COMMUNICATION SKILLS**
Addressed
Advertised
Arbitrated
Arranged
Authored
Collaborated
Composed
Condensed
Consulted
Contacted
Convinced
Corresponded
Debated
Defined
Developed
Directed
Discussed
Drafted
Edited
Enlisted
Explained
Expressed
Formulated
Influenced

Interpreted
Joined
Lectured
Liaised
Marketed
Mediated
Moderated
Negotiated
Persuaded
Presented
Promoted
Proposed
Publicized
Recruited
Reported
Spoke
Summarized
Translated
Wrote

**RESEARCH SKILLS**
Analyzed
Characterized
Clarified
Collected
Compiled
Critiqued
Detected
Diagnosed
Evaluated
Examined
Explored
Extracted
Formulated
Gathered
Identified
Inspected
Interpreted
Interviewed
Investigated
Located
Measured
Organized
Reviewed
Sampled
Solved
Summarized
Surveyed
Synthesized
Systematized
Tested

**TECHNICAL SKILLS**
Assembled
Built
Calculated
Coded
Commented
Computed
Concerned
Configured
Constructed
Converted
Debugged

Deployed
Designed
Devised
Engineered
Fabricated
Fortified
Installed
Maintained
Operated
Overhauled
Printed
Programmed
Rectified
Regulated
Remodelled
Repaired
Restored
Revised
Solved
Standardized
Tested
Troubleshot
Upgraded
Utilized
Wrote pseudo code

**TEACHING SKILLS**
Adapted
Advised
Clarified
Coached
Communicated
Conducted
Coordinated
Critiqued
Demystified
Developed
Enabled
Encouraged
Evaluated
Explained
Facilitated
Guided
Informed
Instilled
Instructed
Mentored
Persuaded
Set goals
Simulated
Stimulated
Taught
Trained
Tutored

**FINANCIAL SKILLS**
Adjusted
Administered
Allocated
Analyzed
Assessed
Audited
Balanced
Budgeted

Calculated
Computed
Corrected
Developed
Forecasted
Managed
Marketed
Measured
Planned
Projected
Reconciled
Researched
Retrieved

**CREATIVE SKILLS**
Acted
Adapted
Combined
Composed
Conceptualized
Condensed
Created
Customized
Designed
Developed
Directed
Displayed
Entertained
Established
Fashioned
Formulated
Founded
Illustrated
Initiated
Instituted
Integrated
Introduced
Invented
Modeled
Modified
Originated
Performed
Planned
Revitalized
Shaped

**HELPING SKILLS**
Answered
Assessed
Assisted
Clarified
Coached
Collaborated
Contributed
Counselled
Demonstrated
Diagnosed
Educated
Expedited
Facilitated
Familiarized
Guided
Helped
Interviewed

Mediated
Motivated
Provided
Referred
Rehabilitated
Represented
Volunteered

**ADMINISTRATIVE SKILLS**
Approved
Arranged
Catalogued
Classified
Collected
Dispatched
Executed
Generated
Implemented
Inspected
Monitored
Operated
Organized
Prepared
Processed
Purchased
Recorded
Retrieved
Screened
Specified
Systematized
Tabulated
Validated

**DON'T FORGET...**
Achieved
Expanded
Improved
Pioneered
Reduced
Resolved
Spearheaded
Transformed

# VERBES D'ACTION

**GESTION**
Administrer
Améliorer
Analyser
Atteindre
Attribuer
Augmenter
Concevoir
Contrôler
Coordonner
Déléguer
Diriger
Effectuer
Établir
Établir le calendrier
Évaluer
Exécuter
Fixer l'ordre de priorité de
Gérer
Impartir à contrat
Mettre au point
Motiver
Nommer
Organiser
Planifier
Présider
Produire
Recommander
Renforcer
Réorganiser
Résoudre
Réviser
Superviser
Surveiller
Traiter

**COMMUNICATION**
Afficher
Animer
Arrangements
Collaborer à
Commercialiser
Communiquer avec
Composer
Concevoir
Concilier
Condenser
Consulter
Convaincre
Débattre
Décider
Définir
Diffuser
Diriger
Discuter
Dresser des listes
Écrire
Entrer au service de
Expliquer
Exposer
Exprimer
Faire l'arbitrage
Faire la médiation
Faire rapport

Formuler
Influer sur
Interpréter
Négocier
Participer à
Persuader
Présenter
Présenter un exposé
Promouvoir
Proposer
Recruter
Rédiger des lettres
Rédiger l'ébauche de
Résumer
Traduire
Traiter

**RECHERCHE**
Analyser
Caractériser
Chercher
Clarifier
Compiler
Conclure
Critiquer
Détecter
Diagnostiquer
Diriger
Échantillonner
Enquêter
Évaluer
Examiner
Explorer
Extraire
Formuler
Fouiller
Identifier
Interviewer
Localiser
Mesurer
Organiser
Rassembler
Recommander
Recueillir
Résoudre
Résumer
Réviser
Simplifier
Synthétiser
Systématiser
Tester
Traiter

**TECHNIQUE**
Adapter
Améliorer
Assembler
Avoir trait à
Calculer
Coder
Commenter
Concevoir
Configurer
Construire

Convertir
Dépanner
Déployer
Écrire du pseudo-code
Entretenir
Exploiter
Fabriquer
Imprimer
Installer
Maintenir
Mettre au point
Moderniser
Normaliser
Parfaire
Perfectionner
Programmer
Rectifier
Réglementer
Régler
Renforcer
Rénover
Réparer
Résoudre
Réviser
Tester
Traiter à l'ordinateur
Utiliser

**APTITUDES PÉDAGOGIQUES**
Acquérir
Adapter
Aider
Animer
Apprendre
Assurer un encadrement
Clarifier
Communiquer
Concevoir
Conseiller
Coordonner
Critiquer
Démystifier
Diriger
Effectuer
Encourager
Enseigner
Évaluer
Expliquer
Faciliter
Fixer des objectifs
Former
Guider
Informer
Montrer
Orienter
Persuader
Pratiquer le tutorat
Renseigner
Stimuler

**FINANCE**
Administrer
Affecter

Analyser
Attribuer
Budgétiser
Calculer
Chercher
Commercialiser
Concevoir
Concilier
Contrôler
Corriger
Équilibrer
Évaluer
Gérer
Mesurer
Mettre en marché
Planifier
Prévoir
Projeter
Récupérer
Répartir
Traiter à l'ordinateur
Vérifier

**APTITUDES CRÉATIVES**
Adapter
Afficher
Agir
Articuler
Combiner
Composer
Conceptualiser
Concevoir
Condenser
Créer
Diriger
Effectuer
Engendrer
Établir
Exécuter
Fonder
Formuler
Illustrer
Inspirer
Instituer
Intégrer
Inventer
Lancer
Mettre au point
Mettre de l'avant
Modeler
Modifier
Nourrir le dessein de
Personnaliser
Planifier
Revitaliser

**ENTRAIDE**
Accélérer
Aider
Clarifier
Collaborer
Conseiller
Contribuer
Diagnostiquer

Diriger
Enseigner
Entreprendre une médiation
Évaluer
Faciliter
Fournir
Guider
Instruire
Interviewer
Motiver
Orienter
Pratiquer le bénévolat
Réhabiliter
Répondre
Se familiariser

**FONCTION ADMINISTRATIVE**
Acheter
Approuver
Cataloguer
Classer
Compiler
Contrôler
Déterminer
Enregistrer
Exécuter
Expédier
Exploiter
Extraire
Mettre en œuvre
Mettre en tableau
Mettre sur pied
Organiser
Préparer
Produire
Recueillir
Suivre
Systématiser
Traiter
Trier
Vérifier

**ET N'OUBLIEZ PAS...**
Accomplir
Améliorer
Créer
Effectuer
Être le précurseur
Mener
Modifier
Parfaire
Perfectionner
Proposer
Rationaliser
Réaliser
Réduire
Régler
Résoudre
Rétablir
Suggérer
Transformer

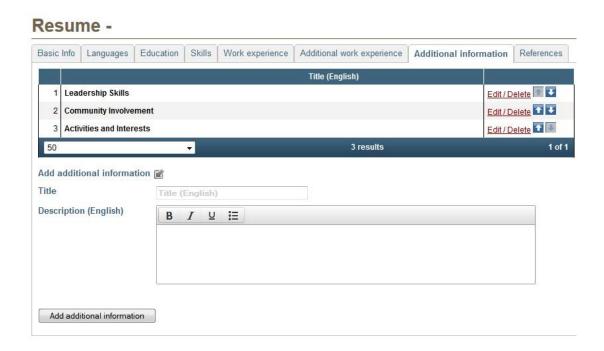## ADDITIONAL INFORMATION

Group information in this section by creating your own subtitles.

Examples of subtitles:
- Extra-curricular activities
- Memberships or associations or clubs
  see Occupational Profiles
  www.cicic.ca
- Volunteer
- Interests or hobbies
- Sports

Then add all point-form statements in the same description box.

# REFERENCES

It is preferable but not mandatory that you have one reference for each job listed on your resumé **to a maximum of four.**

Co-workers can act as references when your supervisor isn't available
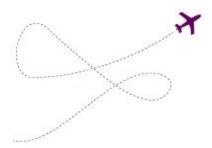
References from volunteer work are acceptable

### *Remember to ask permission BEFORE you list someone as your reference.*

**Exceptions:**
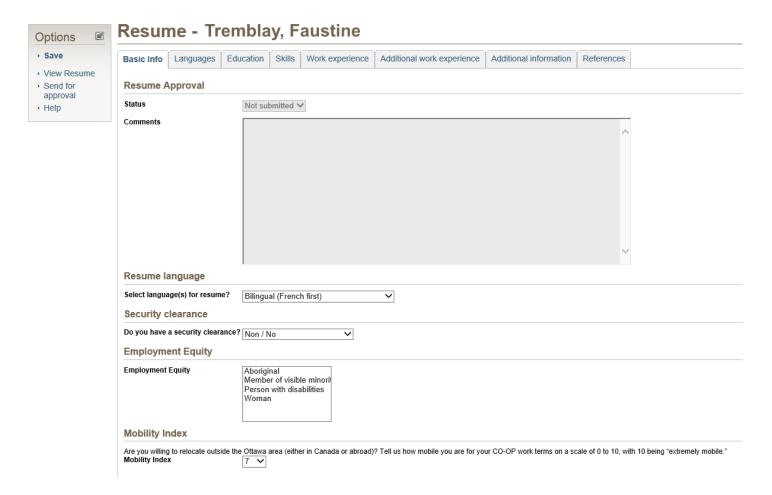
• Can't track down your supervisor and co-workers or there's a high rate of turnover
• Organization has gone bankrupt
• Employer has a policy of not giving references
• Your reference doesn't speak English (you worked abroad)

The system won't allow you to save a reference until a phone number or an e-mail address is entered. If you have no information, enter a blank space in the phone number or e-mail address boxes and this will allow you to save. **However ensure that you have at least one reference prior to the beginning of the placement process**

# GETTING YOUR RESUMÉ APPROVED

Once your resumé is finished and **you've checked for spelling errors and typos please submit it within 24 hours of having completed the workshop**

**Resume - Tremblay, Faustine**

Options

- Save
- View Resume
- Send for approval
- Help

| Basic Info | Languages | Education | Skills | Work experience | Additional work experience | Additional information | References |

**Resume Approval**

Status: Not submitted

Comments:

**Resume language**

Select language(s) for resume? Bilingual (French first)

**Security clearance**

Do you have a security clearance? Non / No

**Employment Equity**

Employment Equity:
Aboriginal
Member of visible minorit
Person with disabilities
Woman

**Mobility Index**

Are you willing to relocate outside the Ottawa area (either in Canada or abroad)? Tell us how mobile you are for your CO-OP work terms on a scale of 0 to 10, with 10 being "extremely mobile."
Mobility Index: 7

## WHY IS IT NECESSARY TO HAVE MY RESUMÉ REVIEWED AND APPROVED?

### QUALITY CONTROL

**For employers**
- Weak resumés = dissatisfied employers = cancelled jobs
- Maintain University of Ottawa's reputation: quality of our students ensures that employers come back

**For students**
- Weak resumés = few or no interviews = frustration with the program
- Your resumé is your first impression: it is critical that it reflects you in the best possible light

## WHAT DO WE LOOK FOR?

**Basic professionalism**
• No spelling and grammatical errors (including personal pronouns)
• Maximum of two pages (or four pages if bilingual)
• Action verbs (consistent use of verb tenses)
• Clear historical path
• Explanation of background including education, work, volunteering, and extra-curricular activities
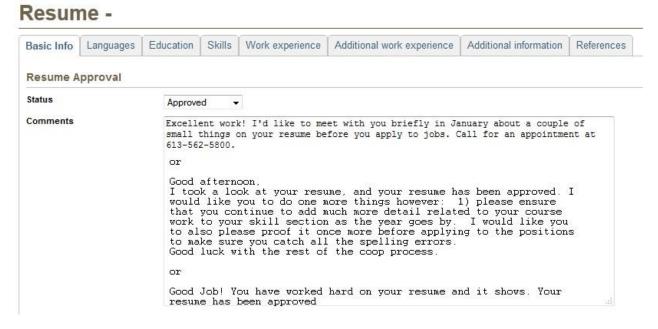• Elaboration on skills that would match potential job requirements specific to field
• References

Also: accuracy, completeness, and neatness

**Quality**
• follows a path that *best* showcases talent by placing important information early on the resumé
• includes action statements with *results or accomplishments* instead of complete sentences
• contains well-chosen explanations of background that send a *meaningful* message
• demonstrates skills that *inspire* the reader to view the candidate as someone who meets the job requirements and gives "more for the money"

*We also look for interest generation and originality.*

**Was your resumé approved?**

**Resume -**

| Basic Info | Languages | Education | Skills | Work experience | Additional work experience | Additional information | References |
|---|---|---|---|---|---|---|---|

**Resume Approval**

| Status | Approved ▾ |
|---|---|
| Comments | Excellent work! I'd like to meet with you briefly in January about a couple of small things on your resume before you apply to jobs. Call for an appointment at 613-562-5800.<br><br>or<br><br>Good afternoon,<br>I took a look at your resume, and your resume has been approved. I would like you to do one more things however: 1) please ensure that you continue to add much more detail related to your course work to your skill section as the year goes by. I would like you to also please proof it once more before applying to the positions to make sure you catch all the spelling errors.<br>Good luck with the rest of the coop process.<br><br>or<br><br>Good Job! You have worked hard on your resume and it shows. Your resume has been approved |

**Your PDS will email you.**

## NOTE: The COOP Navigator will not let you apply to jobs until this step has been done. Don't miss out on excellent jobs!

**TIPS FOR GETTING YOUR RESUMÉ APPROVED**

1. Use this guide!
2. Eliminate typos and personal pronouns!
3. Be meticulous and find your errors before we do!

*If you use this guide and your* **attention to detail** *skills, we expect that
you will have your resumé approved right away!*

# LinkedIn

Once your CO-OP resumé has been approved, start to work on your LinkedIn profile. If you have one already-great!  Work on making it stronger and join our group:

http://www.linkedin.com/groups?home=&gid=3712379

If you don't have a LinkedIn profile yet, start yours as soon as possible so you can join in our discussions and get connected to people who can help you succeed!

Use this LinkedIn introductory video as a start:

http://students.linkedin.com/

# CONCLUSION

## NEXT STEPS

• Create your resumé in COOP Navigator
• Submit your resume through the COOP Navigator within 24 hours of completing the workshop
• If your resumé has been approved
  – Continue with student calendar and start to create your LinkedIn profile.
  – If not, follow recommendations offered by your Professional Development Specialist

## ADDITIONAL HELP

Do you have questions?
Would you like your resumé reviewed?

**A. FOR CONTENT**
   Contact the CO-OP Office: 613.562.5741
   coop@uOttawa.ca

**B. FOR GRAMMAR AND WRITTEN EXPRESSION**
   The Academic Writing Help Centre (AWHC)
   110 University Street, room 119
   613.562.5601
   www.sass.uOttawa.ca/writing

Visit the AWHC for assistance with grammar and written expression on your resumé.

You can work one-on-one with a Writing Advisor there to strengthen your skills in grammar and written expression. Please note that they do not proofread resumés.
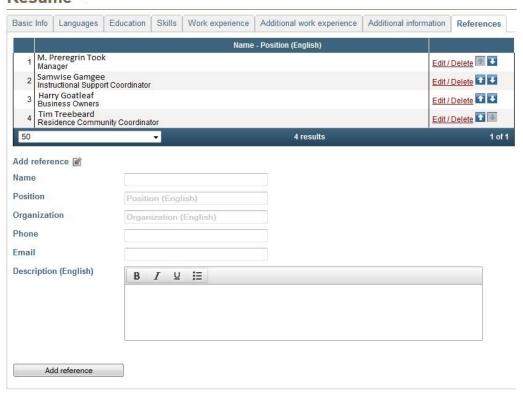
To make an appointment with a Writing Advisor, please drop by the Academic Writing Help Centre.

NOTES:
_____
_____
_____
_____
_____

# APPENDIXES

## REFERENCES



### WHY?
A reference is someone who can verify your credentials and the information you have written in your resumé. References are usually contacted in the last stages of the job selection procedure, usually after the first interview.

### WHO?
You want the people who will give you the strongest recommendation. The key is choosing the "right" people to be your references, people who know your strengths and abilities and who will say positive things about you.

Do not underestimate the power of your references. The employer is preparing to make a big investment in hiring you, and wants to be sure you are who you say you are. Having good references can be the deciding factor in you getting the job offer. Similarly, having one bad -- or lukewarm -- reference could cost you the job. The best references are the ones who know who you are, what you can accomplish, and what you want to do.

• Former teachers or current professors
• Clients, coaches, people you volunteer with
• Co-workers, present or past as well as classmates
• Former managers or supervisors
• Colleagues who are members of same association or group as you

**ABOUT WHAT?**
References have to be able to answer questions on the following subjects:

• Professional conduct / personal character
• Academic qualifications
• Work experience
  - Job titles
  - Responsibilities
  - Employment dates
• Communication skills (oral and written)
• Strengths and weaknesses
• Management / leadership skills
• Attitude
  - Attendance
  - Punctuality
  - Dependability

# RESUMÉ CHECKLIST

## PROFESSIONALISM

☐ No spelling errors and grammatical errors or typos (including personal pronouns)
☐ Maximum two pages (or four pages if bilingual)
☐ Action verbs and consistent use of verb tenses
☐ Clear historical path
☐ Explanation of background including education, work, volunteering, and extra-curricular activities
☐ References

## QUALITY

☐ Follows a path that best showcases talent by placing important information early in the resumé
☐ Includes action statements with results or accomplishments instead of complete sentences
☐ Contains well-chosen explanations of background that send a meaningful message
☐ Demonstrates skills that inspire the reader to view the candidate as someone who meets the job requirements and gives "more for the money"

## OTHER

☐ All information is in reverse chronology
☐ Security clearance information added (if applicable)
☐ Complete on-line WorkSmart training and add to "Additional Information" section

## SAMPLE RESUMÉS

See our Web site at [www.coop.uOttawa.ca](www.coop.uOttawa.ca) for examples. ( to be added)

## WHAT IF I HAVE NO EXPERIENCE? CAN I STILL CREATE A RESUMÉ?

Even if you have no work experience, you have nonetheless gained valuable skills elsewhere that employers look for.

Consider:

- volunteer/community work: do you have any unpaid work experience? If so, the skills you acquired are equally valuable as those you could have gained through paid work experience.
- group/class presentations, seminars, workshops, or other meetings (oral communication, leadership, training skills).
- associations, memberships, clubs, committees (teamwork, creativity, leadership skills).
- sports teams: participant or team leader (leadership, teamwork, coaching/training, motivational, creativity skills).
- academic knowledge and experience: oral presentations, being team lead in projects (initiative, leadership skills); research projects in which you have participated (research, teamwork skills); term papers or documents you have prepared (analysis, evaluation, attention to detail, time-management skills).
- any work you have done that helped you gain skills (repairing a neighbour's computer) (initiative, creativity, resourcefulness), mowing lawns, painting, gardening (working autonomously, entrepreneurship), minding children (responsibility, safety, creativity, resourcefulness skills).

No matter who you are or what experience you have, you CAN create a winning resumé!

*If you do not have work experience, get some! Also, try to get involved in your community - do some volunteer work to help you gain more of the skills that employers look for.*

# COVER LETTERS

The cover letter demonstrates to the employer that you have read the posting carefully and that you are truly interested in that particular job. Resumés need to be accompanied by cover letters when it is specified in the CO-OP process, and should always accompany a resumé in a professional job search. Many employers will not even look at a resumé that does not come with a cover letter.

## CONTENT OF A COVER LETTER

[Date]

[Ms. Mr. Dr.] [Employer's first name] [Employer's last name]
[Employer's job title]
[Employer's business address]

Dear [Ms. Mr. Dr.] [Employer's last name]:

When I read about the _____ position offered through the University of Ottawa COOP Navigator, I felt it was a great fit with my education, skills and work experience. I am interested in your company because _____. I will be available for a 4-month CO-OP term from (dates) _____.

The _____ program at the University of Ottawa has enabled me to _____. During my last term I _____. These valuable experiences combined with my past employment have afforded me the opportunity to:

• Develop _____,
• Work with _____,
• Observe and participate in _____,
• Assist with _____, and
• Complete _____.

Through my _____ courses I have had the opportunity to _____ and _____.

My assignments and projects included _____ and _____. These experiences also provided me with extensive exposure to _____.

I look forward to putting my experience and education into practice with _____. I can be reached at [your number] or [your e-mail]. Thank you for your consideration.

Sincerely,

[Handwritten signature]
[Your name] and e-mail / telephone number
Enclosure

## ADDITIONAL RESOURCES

http://www.coop.uottawa.ca/en/en-coop-students/en-workshops-resume.asp

http://www.sass.uottawa.ca/careers/resources/resumes/resume.php

www.jobsetc.ca/category_drilldown.jsp?category_id=201&lang=e

www.quintcareers.com

www.monster.ca

http://www.tcu.gov.on.ca/eng/career/resume.html

http://jobstar.org/tools/resume/index.php

www.careerowlresources.ca/Resumes/Res_Frame.htm

http://www.youth.gc.ca/eng/topics/jobs/resume.shtml

http://www.linkedin.com/groups?home=&gid=3712379

## IndEX: Example





### Other Jobs

This section includes other high-quality jobs that aren't posted in COOP Navigator. These employers have their own online application system, so you must apply directly through the employer's website. To see the details of the job posting or to apply for a position, click on the link for the job below.

| Title | Organization | Mobility | Location | Term | Duration | Expires | Info | Programs |
|---|---|---|---|---|---|---|---|---|
| Auditor CO-OP | RBC | National | Toronto | 2015, Fall | 4 months | 22/07/2015 | | CPT, FIN |
| Risk and Capital Audit Intern | TD Bank | National | Toronto | 2015, Fall | 4 months | 22/07/2015 | | CPT, CSI, MAT, … |
| HR Intern | 3M | National | London, ON | 2015, Fall | 4 months | 26/07/2015 | | GRH |
| Business Integration Intern | 3M | National | London, ON | 2015, Fall | 8 months | 26/07/2015 | | ADM, FIN, ENT, … |
| Web development intern | 3M | National | London, ON | 2015, Fall | 8 months | 26/07/2015 | | ELG, CSI, CEG, … |
| Web development intern | 3M | National | London, ON | 2015, Fall | 8 months | 26/07/2015 | | ELG, CSI, CEG, |

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