

# Resume Content Writing Guide

UCN Centre for Career & Work-Integrated Learning



University College of the North  
Centre for Career & Work-Integrated Learning

## Table of Contents

What is a resume and what should it include .....	3
Targeted resume introductions .....	8
Writing accomplishment statements .....	9
Action verb list .....	12
Transferrable skills .....	14
References .....	17
Skill headings for a functional resume template .....	18
How to deconstruct a job posting .....	20
Sources.....	22



## What is a Resume and what content should it include?

A résumé is a document that summarizes your education, experiences, and competencies. It is designed to introduce you to an employer and highlight your qualifications for a specific job or type of work.

- ▶ Résumés are focused on non-academic work with an emphasis on related competencies (skills, knowledge and attributes)
- ▶ Résumés aim to summarize key information
- ▶ Résumés are generally 1 to 2 pages maximum

### What is the purpose of a resume?

A résumé on its own won't get you a job—its purpose is to encourage an employer to consider you for an interview.

You can use a résumé in a number of different situations:

- ▶ Applying for work
- ▶ Networking with potential employers
- ▶ Applying for graduate school, co-op programs, internships, scholarships, etc.

### What are the common resume formats?

There are three commonly used résumé formats to help you highlight your most relevant information:

- ▶ Chronological
- ▶ Functional
- ▶ Combination (functional and chronological)

What distinguishes these formats from one another is how your competencies and accomplishments are presented in the document. Competencies are described in ways that are:

Observable

Measurable

Linked to the workplace, academic environment and other life experiences

Transferable

Based on performance



## **Type 1: Chronological resume**

The chronological resume is the most common type of resume format. Your experiences are listed in reverse chronological order, and a description of your accomplishments and competencies are listed directly under each position of your employment history.

\*\*Using this format is useful if your most recent experience is closely related to your career goal or when your experiences show a pattern of growth and responsibility over time.

Advantages:

- It gives a clear profile of each separate experience
- It's the format preferred by most employers
- Its relatively easy to write

Disadvantages:

- Information is organized in a specific order rather than as it relates to your career goal
- If you have held similar positions, your resume may sound repetitive

## **Type 2: Functional resume**

The functional resume is organized so that your competencies are separated from your chronological education and work history and they are organized into groups by thematic areas (such as communication, leadership, research, etc.). This resume style is useful when you are making a career shift, or when your most recent experiences are not related to your career goal.

Advantages:

- You can emphasize your skills most related to your career goals
- You can group your competencies and skills together to showcase what you have to offer, especially when you don't have recent work experience

Disadvantages:

- This resume style takes more work to create a good functional resume.
- Employers may not be able to identify which competencies/skills you used in which experience.



### **Type 3: Combination resume**

As the name suggests, the combination resume format combines the functional and chronological format. It includes a competencies/skills section and also descriptive information under each position you have held.

Advantages:

- Your competencies are organized in an order that best relates to your career goal
- Employers have information about your responsibilities and accomplishments in each of your positions.

Disadvantages:

- This is the most complex format to put together
- It can become repetitive
- It can be difficult to keep to two pages.

### **Can you have a “general, one-size fits all resume”?**

An effective resume that can fit all jobs is not possible. Different jobs require you to highlight different aspects of your experience. It is important to have a master resume that you can tailor for each job you apply to, but you should tweak each resume to match the skills outlined for each job.

An employer needs to see quickly and clearly how your background meets his or her needs for the particular work of a position.

A resume will change over time. It is important to keep it up-to-date and spend the necessary time to create a quality, professional document—remember, your resume is about you, but not for you!

### **What content should you include in your resume?**

Resumes are organized into sections that describe your education, work and/or volunteer experiences, competencies, etc.

A general rule is to make sure that your most relevant information is towards the top of the resume. Another common practice is to list your experiences in reverse chronological order, so your most recent information is at the top of each section.



Employers rarely read a resume from beginning to end, spending 10-20 seconds making the initial assessment.

### ***Required Information***

- **Personal Contact Information:** this forms the header of your resume and includes your name, address, phone numbers and email. Make sure you have a professional email address and voicemail message.
- **Education:** this is a list of your educational credentials in reverse chronological order. For each credential, include the name of the degree/diploma/certificate, the institution and the year of completion for each of your credentials.

\*\*Once you have a university/college credential, it is common practice to remove your high school diploma from your resume. However, if you have a unique high school experience that links to your career goal, you may want to include it.

- **Work experience:** this is a list of your work experiences in reverse chronological order. For each work experience include the position title, the name and location of the organization and the start and end dates for each of your experiences.

Depending on where you are in your career, you may want to edit your work history to include certain experiences. It is common to only go back ten years unless you have a good reason to include earlier positions.

- **Competencies:** competencies/accomplishments need to be embedded throughout different sections of your resume but presented in the context of your work and educational experiences.
- **References:** Your references are 3-4 people who know you, general from a work or educational setting, and who are willing to be contacted by a potential employer in order to comment on your contributions, personal quality and work ethic. Typically, references are former or current supervisors, professors/instructors and coaches. \*\* references must not include family or relatives. For each reference include:
  - Name, position title, organizational affiliation, location, phone number and email address.
  - Always ask permission to use a reference first.
  - Let them know about the kind of work you are applying for.



- If possible, give them a copy of your resume and keep them updated on your work search progress.

### ***Optional Information***

- **Objective:** this is a brief statement at the beginning of your resume that focuses on how you can contribute to your field of practice and/or what your career goal is.
- **Professional profile/summary/Highlight of Qualifications:** this is a brief and very useful section at the beginning of your resume that includes four to six statements highlighting your key competencies and strengths.
- **Volunteer experience/community involvement:** Celebrate your volunteer experience and format it as you would your paid work.
- **Professional memberships or affiliations:** These are the professional associations you are a member of or informal professional groups in which you participate.
- **Additional training/Professional development:** These are courses or training programs you have taken in addition to your formal education.
- **Professional credentials/licenses:** These are the qualifications or credentials provided by professional groups following a training program or testing process (Class 5 Driver's License, CPR/First Aid Training).
- **Interests:** This is a brief statement at the end of your resume that lists interests, hobbies or activities\*\* If you have interests that directly relate to your career goal and/or would support you as a candidate, it is appropriate to include interests on your resume.

### **What not to include:**

Information including photos. Birth dates, social insurance numbers, marital status and number of children are not to be included on your resume.



## Targeted Resume Introductions

Resume introductions are optional but helpful in telling an employer the best reasons why they should consider you for a position.

You can choose from the following types of resume introductions:

### **Option 1: Career Objective**

A career objective is usually one sentence that states what your career goal is and why you should be considered for it.

Examples:

To secure a challenging position in a reputable organization to expand my learnings, knowledge, and skills.

Secure a responsible career opportunity to fully utilize my training and skills, while making a significant contribution to the success of the company.

Seeking an entry-level position to begin my career in a high-level professional environment.

To secure employment with a reputable company, where I can utilize my skills and business studies background to the maximum.

Seeking a challenging career with an MNC.

A highly organized and hard-working individual looking for a responsible position to gain practical experience.

Source:

Naukri Official Blog. (2019). *Career Objective Samples*. Retrieved from: <https://www.naukri.com/blog/career-objective-or-resume-objective-samples/>

### **Option 2: Highlights of Qualifications or Summary of Qualifications**

This section includes bullet points introducing the 5-7 best reasons you should be considered for a position.



EXAMPLE:

#### Highlights of Qualifications:

- Two years of successful experience organizing and implementing events which motivate others to become engaged participants in international development and change
- Solid academic background in international development, and well developed research skills (particularly in quantitative and qualitative data collection analysis)
- Friendly and outgoing with exceptional ability to communicate and resolve conflicts; fluent in verbal and written English, Spanish, Hindi, Urdu and Gujarati
- Possess an unconditional commitment to the work of social justice and enjoys collaborating with others in multicultural, multidisciplinary teams

Source:

York University. (2019). Targeted Resume Introductions and Accomplishments. Retrieved from: <http://careers.yorku.ca/files/2019/01/Targeted-Resume-Introduction-and-Academic-Achievements.pdf>

### Option 3: Profile or Summary or Executive Summary

A profile is written in phrases that describe who you are and what you have to offer an employer. The length is no more than 4-6 lines of text.

EXAMPLES:

Innovative, results-oriented, "hands-on", senior financial leader with 15 years' experience working at leading universities. Proven track-record in streamlining processes and improving efficiencies, resulting in increased revenue.

### Writing Accomplishment Statements

Regardless of which resume format you choose, you will need to write out statements that describe the competencies you've developed and demonstrated throughout your education, related experience, volunteer experience, extracurricular activities and interests.

It is important to use clear and concise language, not be vague. Employers typically spend 10-20 seconds scanning resumes—write your statements clearly and carefully.

Don't be vague—statements like "I'm experienced in sales", "I wrote reports", "I provided customer service", or "I was responsible for handling complaints" could be used by anyone. Instead, give specific examples and give context for your statements.

## EXAMPLES:

### Communication

Listened effectively to an average of 40 technical support customers a day to better understand their needs and successfully implement solutions.

### Research and Analysis

Synthesized findings from 12 research studies on organic blueberry farming to identify best agricultural practices and prepare information sheet distributed to berry farmers in British Columbia.

### Project and Task Management

Used customized project management software to coordinate the recruitment and training of 32 new employees over a six-month period.

### Teamwork

Collaborated effectively on a cross-functional team of five individuals in the daily operation of a small, independent insurance agency.

### Customer Service

Built customer relationships and satisfaction through acquiring strong paint product knowledge, having an interest in the proposed use for the products and providing helpful tips and recommendations.

#### Source:

University of Victoria. (2019). How to Express your Competencies. Retrieved from:

[https://www.uvic.ca/coopandcareer/assets/docs/student-docs/competencies/How\\_to\\_express\\_your\\_competencies\\_infosheet.pdf](https://www.uvic.ca/coopandcareer/assets/docs/student-docs/competencies/How_to_express_your_competencies_infosheet.pdf)

## TIPS for writing accomplishment statements

- Begin each bullet with a strong action verb; Do not start a bullet with "responsible for" - that does not say what you accomplished
- Avoid personal pronouns such as "I", "my", "me", etc.
- Draw connections between past experiences and skills required in the role you are applying for. Be explicit and show how past achievements relate to the position.
- Rank your bullets from most important to least important.
- Use the SAR framework below to create your accomplishment statements



SAR Format- ( Situation- Action- Result)

Situation- What did you do or how did you do it?

Action- Tell the reader what you did – use action verbs

Result- what was the result or impact of what you did?

Here are two possible formulas for writing accomplishment statements using the SAR formula:

Action Verb	What you did/How you did it	Result
Reorganized	the filing system for over 10,000 tax documents using a simplified colour coding system	which saved time for administrative staff at the end of every month.
Facilitated	a dynamic 2 hour presentation on 'Applying to Graduate and Law School' at an Academic Advising Session	and was commended by professor for 'speaking confidently' throughout session

Action Verb	Result or Skill	What you did/How you did it
Promoted	from Order Clerk to Shift Co-ordinator within 8 months	based on the avid interest I took in my team members and environment and my inspired suggestions for improving efficiency and morale
Demonstrated	ability to successfully build relationships with customers	by greeting them warmly, listening carefully to clarify needs and recommending the right products

Source: York University. (2019). *Targeted Resume Introductions and Accomplishments*. Retrieved from: <http://careers.yorku.ca/files/2019/01/Targeted-Resume-Introduction-and-Academic-Achievements.pdf>



## Action Verb Lists

Source: University of Victoria. (2011). Action Verb List. Retrieved from: [https://www.uvic.ca/coopandcareer/assets/docs/student-docs/curriculum-material/apply-for-jobs/Action\\_verb\\_list\\_infosheet.pdf](https://www.uvic.ca/coopandcareer/assets/docs/student-docs/curriculum-material/apply-for-jobs/Action_verb_list_infosheet.pdf)



### ACTION VERB LIST

Use this list of action verbs, organized according to the 10 core competencies, to write strong competency statements. Note that some verbs appear under more than one competency and that this is not a complete list of all verbs you may want to use.

#### Personal management

Arranged	Defined	Listened	Prioritized	Reviewed
Assessed	Developed	Observed	Recommended	Strengthened
Attained	Interpreted	Participated	Resolved	Supported
Clarified	Influenced	Planned	Responded	Verified

#### Communication

Adapted	Condensed	Directed	Informed	Motivated	Solicited
Addressed	Consulted	Discussed	Integrated	Negotiated	Specified
Advertised	Contacted	Drafted	Interpreted	Outlined	Spoke
Arbitrated	Conveyed	Edited	Interviewed	Persuaded	Summarized
Articulated	Convinced	Elicited	Lectured	Presented	Synthesized
Authored	Counselled	Encouraged	Listened	Proposed	Taught
Clarified	Corresponded	Explained	Marketed	Publicized	Trained
Collaborated	Created	Expressed	Mediated	Reported	Tutored
Communicated	Customized	Formulated	Moderated	Responded	Translated
Composed	Developed	Guided	Modified	Revised	Wrote

#### Managing information

Administered	Assessed	Computed	Forecasted	Netted	Qualified
Adjusted	Audited	Conserved	Input	Organized	Reconciled
Allocated	Balanced	Corrected	Integrated	Planned	Reduced
Analyzed	Budgeted	Determined	Managed	Prepared	Researched
Appraised	Calculated	Developed	Marketed	Programmed	Retrieved
Assembled	Compiled	Estimated	Measured	Projected	Utilized

#### Research and analysis

Adapted	Conducted	Evaluated	Inspected	Organized	Studied
Analyzed	Critiqued	Examined	Integrated	Recorded	Summarized
Applied	Detected	Experimented	Interviewed	Researched	Surveyed
Collected	Debugged	Explored	Invented	Reviewed	Tested
Compared	Determined	Extracted	Investigated	Revised	
Conceptualized	Diagnosed	Formulated	Measured	Searched	
Condensed	Established	Gathered	Modified	Solved	

### Project and task management

Adapted	Conceptualized	Generated	Monitored	Reorganized	Revised
Applied	Coordinated	Guided	Obtained	Restored	Revitalized
Approved	Corresponded	Incorporated	Operated	Reviewed	Scheduled
Arranged	Customized	Initiated	Organized	Scheduled	Shaped
Assembled	Designed	Inspected	Prepared	Selected	Solved
Built	Directed	Instituted	Processed	Shaped	Standardized
Chaired	Distributed	Integrated	Planned	Streamlined	Updated
Classified	Established	Led	Prioritized	Strengthened	Validated
Coded	Evaluated	Managed	Produced	Supervised	Verified
Compiled	Executed	Maintained	Programmed	Remodeled	
Computed	Facilitated	Modified	Recommended	Reviewed	

### Teamwork

Adapted	Collaborated	Ensured	Incorporated	Participated
Arranged	Contributed	Expedited	Interacted	Recruited
Assessed	Cooperated	Facilitated	Involved	Revitalized
Assisted	Created	Helped	Joined	Supported

### Commitment to quality

Achieved	Consolidated	Developed	Evaluated	Integrated	Remodeled
Administered	Contracted	Directed	Generated	Managed	Repaired
Analyzed	Controlled	Eliminated	Improved	Merged	Restored
Approved	Converted	Emphasized	Incorporated	Modeled	Resolved
Assigned	Created	Enforced	Increased	Motivated	Solved
Attained	Customized	Enhanced	Initiated	Organized	
Authorized	Delegated	Established	Inspected	Overhauled	
Conceptualized	Designed	Executed	Instituted	Oversaw	

### Professional behaviour

Adapted	Clarified	Demonstrated	Familiarized	Organized	Resolved
Advocated	Coached	Diagnosed	Furthered	Prevented	Responded
Aided	Collaborated	Educated	Guided	Promoted	Secured
Answered	Conducted	Encouraged	Helped	Provided	Supplied
Arranged	Contributed	Ensured	Intervened	Referred	Supervised
Assessed	Cooperated	Established	Led	Rehabilitated	Supported
Assisted	Coordinated	Expedited	Modeled	Reinforced	Volunteered
Chaired	Counselled	Facilitated	Motivated	Represented	

### Social responsibility

Adapted	Collaborated	Ensured	Modeled	Referred	Secured
Advocated	Cooperated	Established	Motivated	Rehabilitated	Supplied
Aided	Counselled	Facilitated	Organized	Reinforced	Supervised
Assessed	Demonstrated	Furthered	Prevented	Represented	Supported
Clarified	Educated	Guided	Promoted	Resolved	Volunteered
Coached	Encouraged	Intervened	Provided	Responded	

### Continuous learning

Adapted	Demonstrated	Learned	Responded	Updated
Assessed	Developed	Pursued	Sought	
Corrected	Identified	Progressed	Studied	

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## Transferrable Skills

Résumés can help us highlight our skills and knowledge by using effective Accomplishment/Competency Statements. We use these statements to highlight “Job-related skills”

You not only have “job-related skills”, but you have “Transferrable skills too!” Transferrable skills may be developed from paid or unpaid work, volunteering, parenting or through hobbies

### MY TRANSFERABLE SKILLS

Here is a list of transferable skills. Check off as many as you have... and remember, don't be modest!

<b>Key Skills: <i>I can...</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet deadlines</li> <li><input type="checkbox"/> Supervise others</li> <li><input type="checkbox"/> Solve problems</li> <li><input type="checkbox"/> Teach others and give clear instructions</li> <li><input type="checkbox"/> Manage people</li> <li><input type="checkbox"/> Organize and manage projects</li> <li><input type="checkbox"/> Speak in public</li> <li><input type="checkbox"/> Accept responsibility</li> <li><input type="checkbox"/> Plan daily work, or special events</li> </ul>	<b>Hands-on Skills: <i>I can...</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assemble kits</li> <li><input type="checkbox"/> Build or repair things</li> <li><input type="checkbox"/> Work well with my hands</li> <li><input type="checkbox"/> Operate tools, machinery</li> <li><input type="checkbox"/> Use complex equipment</li> <li><input type="checkbox"/> Drive or operate vehicles</li> <li><input type="checkbox"/> Inspect and maintain equipment or vehicles</li> </ul>
<b>Data/information Skills: <i>I can...</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make a budget, manage money</li> <li><input type="checkbox"/> Record facts, classify information by date</li> <li><input type="checkbox"/> Analyze data, audit and maintain records</li> <li><input type="checkbox"/> Check information for accuracy</li> <li><input type="checkbox"/> Pay attention to details</li> <li><input type="checkbox"/> Investigate and clarify results</li> <li><input type="checkbox"/> Locate answers, gather information</li> <li><input type="checkbox"/> Calculate or compute</li> <li><input type="checkbox"/> Evaluate</li> <li><input type="checkbox"/> Take inventory</li> <li><input type="checkbox"/> Keep financial records</li> <li><input type="checkbox"/> Research and write reports</li> </ul>	<b>People Skills: <i>I can...</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Help and care for others</li> <li><input type="checkbox"/> Manage conflicts, resolve issues</li> <li><input type="checkbox"/> Counsel people</li> <li><input type="checkbox"/> Be tactful and diplomatic</li> <li><input type="checkbox"/> Interview people</li> <li><input type="checkbox"/> Be kind and understanding</li> <li><input type="checkbox"/> Be a good listener</li> <li><input type="checkbox"/> Negotiate</li> <li><input type="checkbox"/> Be outgoing</li> <li><input type="checkbox"/> Show patience</li> <li><input type="checkbox"/> Be pleasant and sociable</li> <li><input type="checkbox"/> Supervise, teach</li> <li><input type="checkbox"/> Be tough when necessary</li> <li><input type="checkbox"/> Trust people, my instincts</li> </ul>
<b>Verbal/Communication Skills: <i>I can...</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly express myself</li> <li><input type="checkbox"/> Talk easily with others</li> <li><input type="checkbox"/> Create and talk about new ideas</li> <li><input type="checkbox"/> Design presentations</li> <li><input type="checkbox"/> Be inventive</li> <li><input type="checkbox"/> Conduct research in a library or on the Internet</li> <li><input type="checkbox"/> Set up my own network of experts, or helpers</li> <li><input type="checkbox"/> Be logical</li> <li><input type="checkbox"/> Speak in public</li> <li><input type="checkbox"/> Write clear and concise reports</li> <li><input type="checkbox"/> Work well with others</li> </ul>	<b>Creative/Artistic Skills: <i>I can...</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be artistic</li> <li><input type="checkbox"/> Write short stories or articles</li> <li><input type="checkbox"/> Draw or create other art</li> <li><input type="checkbox"/> Express myself through music, poetry or art</li> <li><input type="checkbox"/> Design posters, draw cartoons and illustrations</li> <li><input type="checkbox"/> Perform and act</li> <li><input type="checkbox"/> Present artistic ideas</li> <li><input type="checkbox"/> Dance, create body movement</li> <li><input type="checkbox"/> Use computers to create presentations</li> <li><input type="checkbox"/> Design and layout web pages</li> <li><input type="checkbox"/> Achieve high scores in video games</li> </ul>



<p><b>Leadership Skills: <i>I can...</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Arrange meetings or social functions</li> <li><input type="checkbox"/> Be competitive when necessary</li> <li><input type="checkbox"/> Make decisions</li> <li><input type="checkbox"/> Direct the work of others</li> <li><input type="checkbox"/> Help set goals for my team</li> <li><input type="checkbox"/> Explain things to others</li> <li><input type="checkbox"/> Solve problems</li> <li><input type="checkbox"/> Motivate people</li> <li><input type="checkbox"/> Settle disagreements</li> <li><input type="checkbox"/> Plan activities and put them into action</li> <li><input type="checkbox"/> Take risks when necessary</li> <li><input type="checkbox"/> Organize and chair a meeting</li> <li><input type="checkbox"/> Show self-confidence</li> </ul>	<p><b>Personal Skills: <i>I am...</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accurate</li> <li><input type="checkbox"/> Adaptable</li> <li><input type="checkbox"/> Adventurous</li> <li><input type="checkbox"/> Alert</li> <li><input type="checkbox"/> Ambitious</li> <li><input type="checkbox"/> Amiable</li> <li><input type="checkbox"/> Analytical</li> <li><input type="checkbox"/> Articulate</li> <li><input type="checkbox"/> Assertive</li> <li><input type="checkbox"/> Broad-minded</li> <li><input type="checkbox"/> Calm</li> <li><input type="checkbox"/> Capable</li> <li><input type="checkbox"/> Careful</li> </ul>
<p><b>Personal Skills (continued): <i>I am...</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cautious</li> <li><input type="checkbox"/> Charitable</li> <li><input type="checkbox"/> Cheerful</li> <li><input type="checkbox"/> Compassionate</li> <li><input type="checkbox"/> Competent</li> <li><input type="checkbox"/> Competitive</li> <li><input type="checkbox"/> Confident</li> <li><input type="checkbox"/> Conscientious</li> <li><input type="checkbox"/> Considerate</li> <li><input type="checkbox"/> Consistent</li> <li><input type="checkbox"/> Constructive</li> <li><input type="checkbox"/> Cool-headed</li> <li><input type="checkbox"/> Cooperative</li> <li><input type="checkbox"/> Courageous</li> <li><input type="checkbox"/> Courteous</li> <li><input type="checkbox"/> Creative</li> <li><input type="checkbox"/> Curious</li> <li><input type="checkbox"/> Decisive</li> <li><input type="checkbox"/> Dedicated</li> <li><input type="checkbox"/> Dependable</li> <li><input type="checkbox"/> Determined</li> <li><input type="checkbox"/> Disciplined</li> <li><input type="checkbox"/> Discreet</li> <li><input type="checkbox"/> Easy-going</li> <li><input type="checkbox"/> Efficient</li> <li><input type="checkbox"/> Energetic</li> <li><input type="checkbox"/> Enterprising</li> <li><input type="checkbox"/> Flexible</li> <li><input type="checkbox"/> Forceful</li> <li><input type="checkbox"/> Friendly</li> </ul>	<p><b>Personal Skills (continued): <i>I am...</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mature</li> <li><input type="checkbox"/> Meticulous</li> <li><input type="checkbox"/> Motivating</li> <li><input type="checkbox"/> Objective</li> <li><input type="checkbox"/> Obliging</li> <li><input type="checkbox"/> Open-minded</li> <li><input type="checkbox"/> Optimistic</li> <li><input type="checkbox"/> Original</li> <li><input type="checkbox"/> Organized</li> <li><input type="checkbox"/> Outgoing</li> <li><input type="checkbox"/> Patient</li> <li><input type="checkbox"/> People-oriented</li> <li><input type="checkbox"/> Persistent</li> <li><input type="checkbox"/> Perceptive</li> <li><input type="checkbox"/> Positive</li> <li><input type="checkbox"/> Practical</li> <li><input type="checkbox"/> Productive</li> <li><input type="checkbox"/> Professional</li> <li><input type="checkbox"/> Progressive</li> <li><input type="checkbox"/> Prudent</li> <li><input type="checkbox"/> Punctual</li> <li><input type="checkbox"/> Quick</li> <li><input type="checkbox"/> Realistic</li> <li><input type="checkbox"/> Reliable</li> <li><input type="checkbox"/> Resourceful</li> <li><input type="checkbox"/> Responsible</li> <li><input type="checkbox"/> Self-confident</li> <li><input type="checkbox"/> Self-reliant</li> <li><input type="checkbox"/> Sensitive</li> </ul>



<input type="checkbox"/> Generous <input type="checkbox"/> Hard-working <input type="checkbox"/> Helpful <input type="checkbox"/> Honest <input type="checkbox"/> Humorous <input type="checkbox"/> Imaginative <input type="checkbox"/> Independent <input type="checkbox"/> Industrious <input type="checkbox"/> Innovative <input type="checkbox"/> Introspective <input type="checkbox"/> Logical <input type="checkbox"/> Loyal	<input type="checkbox"/> Sincere <input type="checkbox"/> Sociable <input type="checkbox"/> Spontaneous <input type="checkbox"/> Stable <input type="checkbox"/> Steady <input type="checkbox"/> Supportive <input type="checkbox"/> Systematic <input type="checkbox"/> Tactful <input type="checkbox"/> Thoughtful <input type="checkbox"/> Tolerant <input type="checkbox"/> Trustworthy <input type="checkbox"/> Versatile
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### SUMMARY SHEET: TRANSFERABLE SKILLS

Now it's time to identify your most important Transferable Skills – the ones you want to continue to use in your next job. These will be the skills you want to highlight in your résumé and career pitch.

Look back over the transferable skills you circled on pages 33-35. Decide which ones you think are your strongest and which ones are your favourites (i.e. you enjoy using the most). Sometimes these will be the same, but not always.

5 STRONGEST TRANSFERABLE SKILLS	5 FAVOURITE TRANSFERABLE SKILLS
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



## References

References are the people you know from a work, volunteer or educational setting who can comment on your skills, personal qualities and work ethic to a prospective employer.

You should provide 3-4 references on your resume.

Who can be a reference?

- Former or present supervisors
- Professors, teaching assistants, teachers, instructors
- Coaches, volunteer supervisors, mentors
- Colleagues who can speak to your abilities

References should not be:

- Relatives
- Friends

Always ask permission to use someone as a reference. You may also want to ask them what they would say about you if they had to do a reference check.

What to include in your reference list?

For each reference, include their name, title, organization, phone number, email address and locations. It is also good to indicate your relationship to them.



## Skill Headings for Functional Resume Template

\*\*For those using a Functional Resume format, you will have a skills section to describe the key accomplishments related to those skills. Here are some skill headings:

Source:

University of Minnesota. (2019). Skills Headings to use in a functional resume. Retrieved from: [https://my.pba.edu/ICS/icsfs/Skill\\_Headings\\_for\\_Functional\\_Resumes.pdf?target=6bb31810-98de-4aa6-b226-a45967b9a018](https://my.pba.edu/ICS/icsfs/Skill_Headings_for_Functional_Resumes.pdf?target=6bb31810-98de-4aa6-b226-a45967b9a018)

### Resume/Correspondence: Skill Headings to Use in a Functional Resume

Accounting	Collection	Layout	Production	Sales
Administration	Design	Leadership	Product Development	Scheduling
Advertising	Drafting	Management	Program Development	Social Work
Architecture	Editing	Market Research	Program Evaluation	Supervision
Artistic	Education	Materials Handling	Program Planning	Systems and Procedures
Bookkeeping	Finance	Media Productions	Program Promotion	Teaching
Career Development	Fund Raising	Medical Service	Promotion	Testing
Communication	Graphic Design	Office/Clerical	Publicity	Training
Community Affairs/ Relations	Group Work	Organization	Public Relations	Volunteer Management
Counseling	Human Services	Personnel	Public Speaking	Writing
Customer Relations/ Service	Inspecting/Instruction	Planning	Purchasing	Youth Counseling
Data Processing/	Interviewing/ Investigation	Political/Public Action	Research	
	Investment	Presentation	Resource Development	
		Printing	Retailing	

### Skill Categories with Corresponding Action Verbs

Administrative	Clerical	Communication	Counseling	Creative
administered	approved	addressed	advocated	acted
coordinated	arranged	arbitrated	assessed	adopted
designed	catalogued	arranged	assisted	composed
established	classified	authored	clarified	conceptualized
evaluated	collected	communicated	coached	created
headed	compiled	corresponded	counseled	designed
hired	computed	developed	crisis intervention	developed
interpreted	dispatched	directed	demonstrated	directed
interviewed	executed	discussed	diagnosed	established
managed	generated	drafted	educated	fashioned
mediated	implemented	edited	expedited	founded
negotiated	indexed	enlisted	facilitated	illustrated
organized	inspected	formulated	familiarized	improvised
prepared	inventoried	handled	guided	instituted
planned	logged	influenced	mediated	integrated
supervised	monitored	interpreted	mentored	introduced
	operated	lectured	motivated	invented
	prepared	published	referred	originated
	processed	spoke	rehabilitated	performed
	purchased	translated	represented	planned
	recorded	wrote		revitalized
	retrieved			shaped
	screened			
	specified			
	systematized			
	tabulated			
	validated			
	verified			

**Skill Categories with Corresponding Action Verbs**

<b>Development</b>	<b>Financial</b>	<b>Organizational</b>	<b>Time Management</b>	<b>Training</b>
analyzed	accumulated	analyzed	administered	adapted
applied	administered	applied	developed	advised
catalogued	allocated	arranged	directed	assisted
compiled	analyzed	coordinated	generated	clarified
conceived	appraised	developed	improved	coached
created designed	audited	documented	initiated	communicated
developed established	balanced	expedited	increased	coordinated
formulated	budgeted	facilitated	promoted	developed
founded	calculated	handled	reduced	enabled
influenced	computed	implemented		encouraged
implemented	decreased	initiated		evaluated
initiated	developed	organized		explained
instituted	financed	planned		facilitated
supported	forecasted	prioritized		guided
surveyed	eamed	summarized		informed
updated	economized	systematized		initiated
	managed			instructed
	marketed			motivated
				persuaded
				presented
				stimulated
<b>Research</b>	<b>Management</b>	<b>Problem Solving</b>	<b>Technical</b>	
analyzed	administered	analyzed	assembled	
checked	analyzed	clarified	built	
clarified	assigned	collaborated	calculated	
collected	attained	compared	computed	
conducted	authorized	compiled	designed	
correlated	chaired	conferred	devised	
critiqued	contracted	confronted	developed	
deleted	controlled	consulted	engineered	
diagnosed	consolidated	contributed	fabricated	
discovered	coordinated	decided	maintained	
documented	delegated	evaluated	modeled	
evaluated	developed	forecasted	operated	
examined	directed	helped	mediated	
experimented	discharged	investigated	moderated	
extracted	established	prepared	motivated	
identified	evaluated	recommended	negotiated	
inspected	executed	reorganized	persuaded	
interpreted	improved	researched	promoted	
interviewed	increased	resolved	provided	
invented	led	reviewed	publicized	
investigated	managed	solved	reconciled	
researched	organized	surveyed	recruited	
reviewed	oversaw		spoke	
summarized	planned		taught	
surveyed	prioritized		trained	
systematized	produced		translated	
theorized	recommended		wrote	
verified	reviewed			
	scheduled			
	strengthened			
	supervised			



## How to Deconstruct a Job Posting

The best way to understand a job is to deconstruct a job posting.

Print the job posting. Use a highlighter to mark required qualifications and required skills and abilities. Write down how you meet each criteria. Use this content to help you build your resume.

### DECONSTRUCT A JOB POSTING - WORKSHEET

Use the following checklist as you put together a draft résumé. Then review your draft with a Co-op and Career staff member. Aren't sure how to describe your skills and accomplishments? Check out the resources in the competency kit.

Job title: \_\_\_\_\_ Employer Organization: \_\_\_\_\_

Type of job (co-op, part-time, volunteer, etc): \_\_\_\_\_

Required qualifications	How do you meet the criteria?
Skills, abilities and duties	How do you meet the criteria?

Source: University of Victoria. (2019). *Deconstruct a Job Posting Worksheet*. Retrieved from: [https://www.uvic.ca/coopandcareer/assets/docs/student-docs/curriculum-material/apply-for-jobs/job-postings/Deconstruct a job posting worksheet.pdf](https://www.uvic.ca/coopandcareer/assets/docs/student-docs/curriculum-material/apply-for-jobs/job-postings/Deconstruct%20a%20job%20posting%20worksheet.pdf)



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