

CAREER SERVICES

RESUMÉ



Career Services



UNIVERSITY
OF MANITOBA

YOUR RESUMÉ

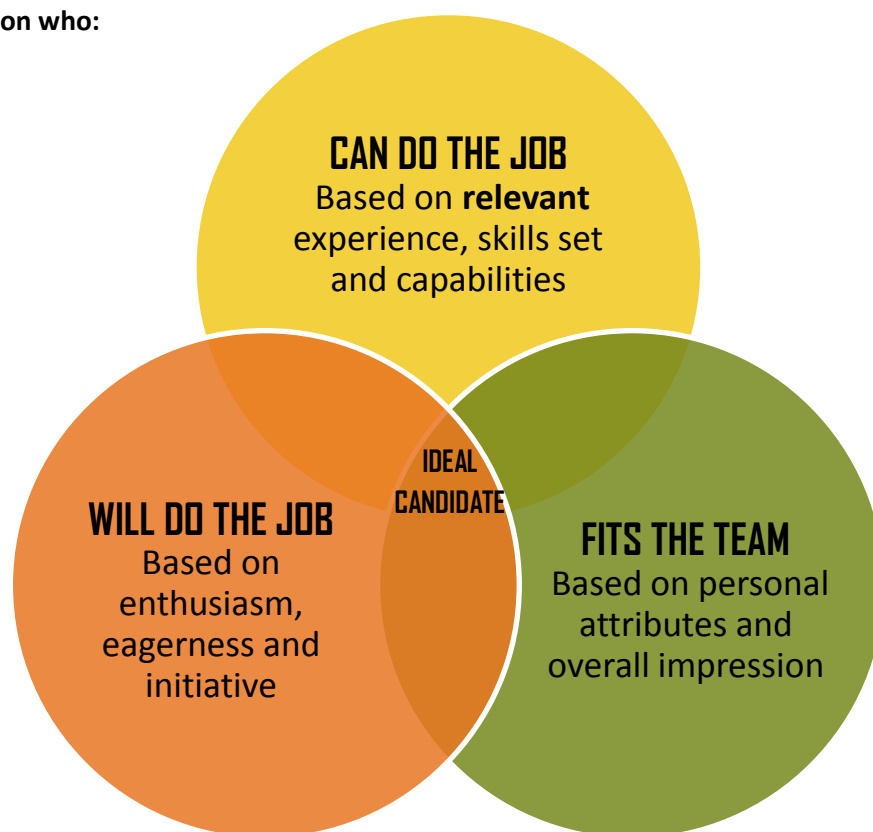
You have done your research and know the jobs you are interested in applying for: it is time to write your resum . Your resum  is one tool you can use to communicate to an employer how your skills, experiences and education meet their needs.

STEP 1: TARGET YOUR RESUM 

Prior to writing your resum , do your research. How do your knowledge, skills and attributes align with the many workforce opportunities available? Your resum  must be completed with a specific employment goal in mind so you are able to clearly identify how you are a match for that specific position.

Identify What the Employer is Looking For

Employers want a person who:



Employability Skills 2000+

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

TIP:

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

Identify Your Skills that Meet Employer Needs

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

How to Analyze a Job Posting

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

Employers Are Seeking Specific Skills

TECHNICAL SKILLS			TRANSFERABLE SKILLS		
<i>Required to perform a particular task</i>			<i>Easily transferred from one situation to another</i>		
Examples include:			Examples include:		
DRIVER'S LICENCE	CODING	LABORATORY SKILLS	COMMUNICATION SKILLS	ORGANIZATIONAL SKILLS	TEAMWORK
<p>Transferable skills are equally, or in some employment situations, more important than technical skills. Employers can often train their new employees to develop their technical skills but usually find it hard to train or modify someone's transferable skills.</p>					

Need help analyzing a job posting?

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

You've Gained Skills Through:

VOLUNTEER

WORK

**EXTRA/CO
CURRICULARS**

**COURSE
WORK**

In order to market yourself to an employer, it is imperative you have a very clear sense of **what it is you have to offer that meets the employer's needs**.

Need help identifying your skills?

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

STEP 2: CHOOSE YOUR STYLE

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

RESUMÉ TYPE	Overview	Advantages
CHRONOLOGICAL	Highlights job experience with most recent experience first.	Good for strong, consistent, relevant work history.
COMBINATION	Allows you to sort and highlight skills while offering reverse chronological detail.	Can help people with limited related work experience highlight their skills first by allowing for school, volunteer, work, and extracurricular activities to be easily integrated.

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

Sections

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



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

POSSIBLE RESUMÉ HEADINGS

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

TIP:

Ordering Your Sections: The most convincing information, tailored specifically to the position you are applying for, should be on the first page. Your strongest selling point could be your education, your volunteer work, or courses you've taken.

What Not To Include

NO OBJECTIVE HEADING	NO PERSONAL PRONOUNS	NO OUTDATED LANGUAGE	NO REFERENCE SECTION	NO DUTIES LIST
Use a “Profile” or “Highlight of Qualifications” section instead.	Never use “I, you, their, me, he, she, my” etc.	Words such as “responsible for” or “duties included” are no longer used on resumés.	There is no need to say “References available upon request.” It is implied. Unless the employer requested them in advance, bring your references to the interview.	Be sure to write out demonstration statements to highlight your accomplishments. Don’t simply write out your duties.
NO PERSONAL INFORMATION, PHYSICAL CHARACTERISTICS, OR PERSONAL PHOTOS*				

Certain subjects are illegal for an employer to use when making a hiring decision, such as:

- Religion
- Race, nationality, or ethnicity
- Age
- Political Affiliation
- Health
- Marital status
- Photograph of yourself
- Gender (including pregnancy)
- Sexual orientation
- Family status
- Disability
- Social insurance number

*Some arts and entertainment jobs may require a headshot

STEP 3: WRITE YOUR RESUMÉ

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

Combination Resumé: Skill Headings

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

SAMPLE SKILL HEADINGS

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

Demonstration Statements

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

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

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

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

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

TIP:

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

Optional: Writing your Profile or Highlight of Qualifications

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

Your profile should cover:

BRANDING

Use your title

TECHNICAL

SKILLS

TRANSFERABLE

SKILLS

IMPACT

**BULLETS
(OPTIONAL)**

Brand yourself by using your title, then touch on the most relevant technical and transferable skills you have to offer the employer. Be sure to make a statement that underscores the impact you have made in your previous experiences. Some profiles are accompanied by bulleted skills of interest.

EXAMPLE

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

EXAMPLE

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

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

TIP:

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

Formatting and Set-up Tips

REVERSE CHRONOLOGICAL	1 – 2 PAGES / EQUAL MARGINS	LOGICAL LAYOUT	LEFT JUSTIFY	READABLE FONT
Describe your most recent experience first and work backwards. Put your dates along the right.	3 pages maximum, if all information is relevant. Margins should be between .75 and 1.0 inch.	Your resumé can differ from the "norm." Use the format that best demonstrates your suitability.	Left justify your resumé and use spaces or dashes to emphasize important content	Use 11-12 point size & a font like: Times New Roman Calibri Georgia
EMPHASIZE IMPORTANT INFO	BE CONSISTENT	YOUR NAME	BRAND WITH LETTERHEAD	NOT TOO "BUSY"
Headings should stand out. Try CAPITAL LETTERS, larger font, and bold	With verb tenses, spacing, dates, capitalization, bolding	Your name and page number should be on each page	Create an attractive personal letterhead and also use it on your cover letter	Minimize the use of tabs and highlighting techniques, such as bolding

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

TIP:

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

STEP 4: THE APPLICATION PROCESS

Have Someone Proof

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

E-mailing Your Resumé & Cover Letter

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

TIP:

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

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

Applicant Tracking Systems (ATS)

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

PLAIN TEXT	REPEAT KEYWORDS	DO NOT COPY/PASTE	SAY "WORK EXPERIENCE"	WORK EXPERIENCE
Do not bullet, underline, shade, use boxes or italics. Only use characters on your keyboard.	The system will count repeated words from the job posting.	If you use exact sentences from the ad, the ATS will reject the resumé.	The ATS does not recognize other headings such as "Career Experience."	This section should say where you worked, your title and along the right side, the dates in this order.

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

Appendix A: How to Deconstruct a Job Posting

How Do I Make a Tailored Resumé?

QUALIFICATIONS

HOW DO YOU MEET THE CRITERIA?

SKILLS, ABILITIES OR DUTIES

HOW DO YOU MEET THE CRITERIA?

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

APPENDIX B: SKILLS MATCHING WORKSHEET

WRITTEN COMMUNICATION

I USE THIS SKILL WHEN...

Condense information/produce concise summary notes accurately with correct grammar, punctuation and spelling.	
Write letters and reports that are logically structured and contain all relevant information.	
Adapt writing style in consideration of different audiences.	

ORAL COMMUNICATION

I USE THIS SKILL WHEN...

Ask and answer questions, clarify, and summarize what others are communicating.	
Provide clear explanations and directions while instructing, educating and providing feedback.	
Communicate with others using a variety of communication strategies to negotiate, mediate, resolve difficult issues and sell ideas.	

TEAMWORK

I USE THIS SKILL WHEN...

Demonstrate respect and care. Is open and supportive of the thoughts, opinions, and contributions of others.	
Actively contribute to team projects/tasks; fulfils required roles, participates in discussion to improve effectiveness.	
Accept and share responsibility. Learn from constructive criticism and give positive and constructive feedback.	

LEADERSHIP

I USE THIS SKILL WHEN...

Accept responsibility for decisions and display a positive attitude and perseverance.	
Models a strong desire to succeed by demonstrating adaptability to achieve goals.	
Take initiative in leading, supporting and motivating others in developing individual skills or tasks to achieve goals.	

PLANNING AND ORGANIZING

I USE THIS SKILL WHEN...

Effectively apply organizing and planning skills to manage work.	
Work effectively to complete deadlines when under pressure.	
Proactively plans and manages work; monitors results through to successfully complete plans.	

PROBLEM SOLVING SKILLS

I USE THIS SKILL WHEN...

Make decisions in accordance to accepted practices and guidelines.	
Use problem-solving strategies to identify and resolve problems, issues and determine solutions.	
Recognize inconsistencies in reasoning. Makes decisions in situations that fall outside established guidelines or where the choice among options is less obvious.	

ANALYSIS AND RESEARCH**I USE THIS SKILL WHEN...**

Gather relevant secondary data and organize information in a logical manner.	
Collect primary data and/or assist in carrying out surveys, focus groups, and lab analysis.	
Analyze samples/surveys for quantitative/qualitative research.	

NUMERACY: able to carry out arithmetic operations/understand**I USE THIS SKILL WHEN...**

Perform calculations for adding, subtracting, multiplying and dividing, and converting between fractions and decimals.	
Perform complex calculations and operations that require using advanced multi-step mathematical strategies.	
Analyze or compare numerical data to identify trends or compare statistics.	

DIGITAL TECHNOLOGY SKILLS**I USE THIS SKILL WHEN...**

Performs basic computer tasks, such as creating documents, saving files, and sending email.	
Design web pages and a wide range of software skills.	
Demonstrate in depth knowledge of computer software and information technology systems.	

PRESENTATION SKILLS**I USE THIS SKILL WHEN...**

Present basic information to one or more people using appropriate resources, vocabulary, and non-verbal language.	
Prepare and present advanced information with clarity with the ability to respond to questions in a timely manner.	
Facilitate interactive presentations of advanced information customized to the interests and needs of the audience.	

PERSONAL MANAGEMENT**I USE THIS SKILL WHEN...**

Demonstrate professionalism in recognizing expectations in work culture to maximize success in the workplace.	
Embrace new opportunities, learn continuously, and identify importance in every job/task.	
Anticipate the unexpected and respond quickly to sudden changes in circumstances.	

OTHER**I USE THIS SKILL WHEN...**

APPENDIX C

ACTION VERBS FOR RESUMÉS

ANALYTICAL SKILLS

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

COMMUNICATION/PEOPLE SKILLS

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

CREATIVE SKILLS

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

DATA/FINANCIAL SKILLS

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

EDUCATION SKILLS

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

HELPING SKILLS

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

ACTION VERBS FOR RESUMÉS

MANAGEMENT/LEADERSHIP SKILLS

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

ORGANIZATIONAL SKILLS

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

RESEARCH SKILLS

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

Combination Resume

Career | 1

Anita Career

201 – 110 Job Search Road
 Small Town, MB R7N 2C4
 (204) 555-0989 (c)
 Anita.CareerAbc123@cc.umanitoba.ca

EDUCATION

Bachelor of Arts

University of Manitoba

Major: Psychology

Expected date of completion: April 2016

Relevant Coursework: Child & Adolescent Development, Research Methods, Social Policy

September 2011 – Present

SUMMARY OF SKILLS

Research

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

Information Management

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

Interpersonal/Communication

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

WORK EXPERIENCE

Supervisor & Team Leader (part-time)

McDonalds Restaurant, Winnipeg, MB

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

May 2009 - present

Career | 2

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

Landscape Labourer

Weed Man, Winnipeg, MB

Summer 2008

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

Sales Assistant

Top Notch Sales, Winnipeg, MB

Summer 2007

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

VOLUNTEER EXPERIENCE

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

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

Youth Programmer

Open Door Society, Winnipeg, MB

May 2007 – present

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

ACTIVITIES & INTERESTS

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

KIM HOCHBAUM

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

EDUCATION

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

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

RELATED SKILLS**Technical and Research**

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

Communication

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

Leadership

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

WORK EXPERIENCE

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

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

Hochbaum x 2

Nature Interpreter

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

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

Sales Associate

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

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

Landscaper

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

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

MEMBERSHIPS

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

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

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

VOLUNTEER EXPERIENCE

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

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

COMPUTER SKILLS

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

LICENSES

- Valid Class 5 Drivers License

Chronological Resume - Electrical/Computer Engineering

Johnstone | 1

Bob Johnstone

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

Education

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

Employment History

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

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

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

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

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

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

Johnstone | 2

Volunteer Experience

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

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

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

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

Computer Skills

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

Awards

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

Memberships

President Elect 2014 - present
Institute of Electrical and Electronic Engineers

Member 2013 - 2014
University of Manitoba Amateur Radio Society

Interests

Web design, ham radio, hockey, and travelling

SAMPLE COMBINATION RESUME

Meredith Grey

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 Small Town, MB R7N 2C4
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EDUCATION

Bachelor of Nursing Program April 2010
 University of Manitoba

SUMMARY OF SKILLS**Clinical**

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

Interpersonal/Communication

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

WORK EXPERIENCE

Pediatrics September 2014 - Present
Children's Hospital

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

Labour and Delivery September 2013 – August 2014
Victoria General Hospital

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

Adult Medical and Palliative
St. Boniface General Hospital

December 2012 – August 2013

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

Psychiatry
Grace General Hospital

October 2010 – December 2012

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

Urology Surgical
Health Sciences General Hospital

June 2010 – October 2010

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

VOLUNTEER EXPERIENCE

ABC I Can Learn Preschool

December 2010 - Present

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

McDreamy Medical Centre

January 2006 – June 2008

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

ACTIVITIES & INTERESTS

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