STUDENT MANUAL

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**Modules 1 & 2: Resume Development**

**ARTICLE: Know yourself: Skills, expertise your only job security in today's world**

Our work world is back in full swing, yet there are rumblings of job insecurity in both Canada and the United States.

Labour statistics are showing increasing volatility and rising unemployment rates. Concerned that this issue will lead to decreased economic growth, leaders of these dynamic economies are starting to focus much more attention on job-creation initiatives. They are feverishly looking at a variety of policy options to prevent a national job crisis. Indeed, our leaders have a difficult role ahead of them.

However, in spite of the fact that pockets of the Canadian economy such as Manitoba have shown job growth and reduced unemployment, no individual working person should take this news as a signal of job security. That's because in today's world, the only job security you have are your own skills and expertise.

So the question arises, if you are in control of your career, and skills equal job security, what steps can you take to ensure you remain employable? Whether your employer is experiencing challenging times and/or whether a merger or acquisition is facing you, the following tips will provide some guidelines to assist during most volatile times.

**Know yourself well** -- I've written about this issue many times and may sound like a broken record, but I continue to be amazed at the number of people who really don't know themselves very well. They graduate from school, go to work and blindly follow along, even when they don't like their job. My advice then is to take time to analyze your skills, what motivates you and what environment best suits your personality and communication style. Then, examine your workplace and where you fit. Ask yourself if you will continue to fit.

**Plan for continuous improvement** -- Understand your industry sector and the jobs being created and upgraded. Learn what additional new skills you need to develop to stay current. Arrange either personally or through work to take courses for continuous improvement.

**Learn teamwork skills** -- People frequently experience weak skills in the area of teamwork. Teamwork means working for the collective good and this requires different roles. Understand which team role you are best suited for and improve your skills in this area. Do you like to initiate projects, plan them and then delegate the work to others? Or are you best suited to working on the implementation stage?

**Seek out a professional designation** -- Our workplace is becoming professionalized; by that, I mean official credentials and certifications are becoming the norm. Seek out the industry sector groups related to your job and research the various certifications and professional designations that can set you apart. Join these organizations and get that designation.

**Develop a reputation** -- Every worker, whether you like it or not, develops a reputation. Be sure your's is one that's recognized for taking responsibility, engaging in hard work, being flexible, sharing and helping one another, teamwork and quality work.

**Become a known entity** -- Many workers do not make much of an effort to become known within their organization; instead, they stick closely to their own work or their own department. Get out of your corner and get known. Volunteer to organize events. Volunteer for projects. Network with other people from your organization.

**Be a good problem solver** -- Individuals who can think through problems independently in light of the whole organization rather than from a narrow perspective provide good value as an employee. Think like a leader, act like a leader and new opportunities will come your way.

**Be a good listener**-- People who are good listeners attract people to them, especially if they instil confidence and help others solve problems. Listen to others, but don't get caught up in their negativity. Steer them toward positive solutions.

**Live with a positive attitude** -- People with a positive attitude typically have longer career paths than those that do not. Positive people see opportunities within challenging situations. They can make things happen because they take responsibility.

**Wrestle down conflict**-- Workplace conflicts, be it interpersonal challenges or working with a difficult boss, are all issues workers confront. Deal with conflict before it escalates and avoid making workplace enemies. Career longevity depends on your ability to effectively deal with conflict. Finally, don't hold a grudge.

**Achieve top player status** -- While organizational concerns may sometimes consume your thoughts, be sure you stay focused on doing quality work every hour of the day. Be on time and on budget. Bosses want to count on someone who is sincere, hard working and dedicated. Longevity comes for employees who can be counted on to get things done. However, be sure your job and your projects are focused on core business initiatives.

**Develop a big picture view** -- Employees who can see the big picture offer good value to their workplace. Watch your industry trends and identify the strengths and vulnerabilities of your organization. Know how your work contributes to the whole and determine how you can continue to fit into the organization.

**Be creative and speak up**-- Take your concrete and creative suggestions for making work-related improvements and speak up. Believe me, organizations value individuals who make suggestions and recommendations, especially those that save time and money and improve quality. Go for it!  
 **Flexibility is key**-- Employees who are more flexible and can more easily adapt to changes in projects and people are highly valuable to an organization. Take on more responsibility when needed, try new tasks. Do more than you were asked as flexibility, quality work and personal initiative gain trust and respect.

**Keep the resumé up to date** -- Most people take themselves for granted and fail to give themselves credit for their skills. Not only that, they also neglect documenting the many great accomplishments experienced in the workplace. Get that resumé up to date and keep it current. You may never have to use it but when the time comes, you are ready and don't have to struggle to recall the details of your many achievements.

Our work environment is constantly changing and this makes life somewhat uncertain. However, instead of living in a state of fear about losing your job, take positive steps to increase your value, build and refresh your skills. Keep in mind, that the only job security is you.

*Source: Canada Suffers Surprise Job Losses, Wall Street Journal, Sept 10th, 2011, Labour Force Survey, August 2011, Statistics Canada, September 9, 2011.* - See more at: http://www.legacybowes.com/latest-blog-posts/entry/know-yourself-skills-expertise-your-only-job-security-in-todays-world.html#sthash.FhdlCf5U.dpuf

**What is Career Planning?**

Career planning is a ‘process’ that involves a series of steps to reach short or long-term goals (e.g. personal, educational, and employment).

****Let’s use Career Development Manitoba’s *Decision-Making Model* to help you stay on track throughout your journey.

1. **Evaluating Myself**
   * Having a clear picture of your unique talents, interests, values and skills will be the base of your career-planning journey. A great start to a brighter future.
2. **Exploring Options**
   * You have a clear idea of what you like, your current skills and the things you value. Gather information about occupations and education and training opportunities.
3. **Making Decisions**
   * You have explored your options so the next step is narrowing down the work and/or training field you would like to focus on. Take time to analyze the options you have explored and make decisions
4. **Setting Goal**
   * You have identified your career path; now identify the steps you need to take to start moving towards your goal. Prepare an action plan and chart you course.
5. **Putting My Plan into action**
   * Set sail to your future. Keep in mind you may have to make some changes to keep yourself on track or set a new course when unexpected opportunities arise.

**Source:** http://www.manitobacareerdevelopment.ca/CDI/get\_started\_development.html

**Note: I**f you want to learn more about your interests, strengths, and workplace values, visit the Manitoba Career Development website to complete their *A Guide to Planning Your Career.*

http://www.manitobacareerdevelopment.ca/CDI/gs\_interests\_values\_strengths\_skills.html

**RESUME DEVELOPMENT REVIEW**

In Canada, there are three main Resume Styles– Chronological, Functional, and Combination. Below you learn about them and when it is best to use them. In the following pages, you will see templates for each style.

Take a moment to decide which one is best for you!

|  |  |  |  |
| --- | --- | --- | --- |
| **RESUME STYLE** | **CHRONOLOGICAL** | **FUNCTIONAL** | **COMBINATION** |
| **DEFINITIONS** | * Often considered the resume format of choice * List most recent employment experience first | * Emphasizes transferable skills, abilities, credentials, qualifications, or accomplishments at the beginning of the document. * Focus is on what you did, not on when or where you did it. | * Commonly used for advanced professional opportunities by individuals with extensive backgrounds. *  Flexibility and strength comes from combining both the chronological and functional formats. |
| **USEFUL WHEN:** | * You want to stay in the same field of work and demonstrate job continuity, growth and advancement * You have been promoted a lot * You worked for well- known companies. * Emphasizes employment history. | * You want to change your career * You changed employers frequently * Your work experience has many unexplained breaks in time | * You want to show depth of your experience in your field * You want to highlight specific positions that may be of benefit to target employers |
| **NOT USEFUL WHEN:** | * You want to change your career * You have changed employers frequently * You have work experience that has many unexplained breaks in time | * You want to stay in the same field of work * You have been promoted a lot * You worked for well Known companies | * You are unclear about your career direction * You have little work experience * You have many gaps in your employment |

**Source**: Adapted from Manitoba Start’s Employability Skills Training Foundations Workbook 2, 2013.

**Firstname Lastname**

CHRONOLOGICAL

123 Street Name | Winnipeg, Manitoba A1B 2C3 │Phone: (204) 999-9999 │Email: address@mts.net

**Profile**

* Adjective, adjective, adjective internationally educated \_\_\_\_\_\_\_\_\_\_\_\_ who possesses \_\_\_\_ years experience in the \_\_\_\_\_\_\_\_\_\_\_ field
* Solid knowledge in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Discuss communication and interpersonal skills here
* Proficient / Knowledgeable / Familiarized in Microsoft applications, such as \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Employment History**

**Position Month Year – Month Year**

Company City, Country/ Province

* Action + duty + reason
* Action + duty + reason
* Action + duty + reason
* Action + duty + reason

**Position Month Year – Month Year**

Company City, Country/ Province

* Action + duty + reason
* Action + duty + reason
* Action + duty + reason
* Action + duty + reason

**Volunteer Experience**

**Position Month Year – Month Year**

Company City, Country/ Province

**Education Background**

**Program Month Year – Month Year**

Institution City, Country/ Province

**Related Training**

**Program Month Year – Month Year**

Institution City, Country/ Province

**Additional Training**

**Program Month Year – Month Year**

Institution City, Country/ Province

**Firstname Lastname**

COMBINATION

123 Street Name | Winnipeg, Manitoba A1B 2C3 │Phone: (204) 999-9999 │Email: address@mts.net

**Profile**

* Adjective, adjective, adjective internationally educated \_\_\_\_\_\_\_\_\_\_\_\_ who possesses \_\_\_\_ years experience in the \_\_\_\_\_\_\_\_\_\_\_ field
* Solid knowledge in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Discuss communication and interpersonal skills here
* Proficient / Knowledgeable / Familiarized in technical applications, such as \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Employment History**

**Position Month Year – Month Year**

Company City, Country/ Province

**Position Month Year – Month Year**

Company City, Country/ Province

*Skill Category*

* Action + performed + reason
* Action + performed + reason
* Action + performed + reason
* Action + performed + reason

*Skill Category*

* Action + performed + reason
* Action + performed + reason
* Action + performed + reason
* Action + performed + reason

**Volunteer Experience**

**Position Month Year – Month Year**

Company City, Country/ Province

**Education Background**

**Program Month Year – Month Year**

Institution City, Country/ Province

**Related Training**

**Program Month Year – Month Year**

Institution City, Country/ Province

**Additional Training**

**Program Month Year – Month Year**

Institution City, Country/ Province

**Firstname Lastname**

FUNCTIONAL

123 Street Name | Winnipeg, Manitoba A1B 2C3 │Phone: (204) 999-9999 │Email: address@mts.net

**Qualification Summary**

Statement profile statement profile statement statement profile statement statement; profile statement statement statement statement statement profile statement profile statement statement statement statement statement; statement profile statement profile statement statement statement statement statement statement; profile statement.

**Relevant Responsibilities**

**Skill Category**

* Action + duty + reason
* Action + duty + reason
* Action + duty + reason
* Action + duty + reason

**Skill Category**

* Action + duty + reason
* Action + duty + reason
* Action + duty + reason
* Action + duty + reason

**Employment History**

**Position Month Year – Month Year**

Company City, Country/ Province

**Position Month Year – Month Year**

Company City, Country/ Province

**Volunteer Experience**

**Position Month Year – Month Year**

Company City, Country/ Province

**Education Background**

**Program Month Year – Month Year**

Institution City, Country/ Province

**Related Training**

**Program Month Year – Month Year**

Institution City, Country/ Province

**Additional Training**

**Program Month Year – Month Year**

Institution City, Country/ Province

**RESUME DEVELOPMENT: What is a Curriculum Vitae?**

A Curriculum Vitae (CV) has different meanings in different countries. In North America (Canada and United States), a CV is a three to eight page resume used mostly in professions and vocations, such as doctors, researchers, university professors, and lawyers.

In many countries outside of North America, the CV is an interchangeable term for resume.

Please keep in mind that this type of resume describes the candidate’s ‘value’ through a detailed biographical documentation of your background, accomplishments, and skills. Some examples include listing the following:

* medical schools,
* residencies performed,
* internships,
* fellowships,
* hospitals worked in,
* public speaking engagements, and
* publications

**RESUME DEVELOPMENT: Resume Writing Tips**

* Resumes should be targeted for the position you are applying for (only include relevant information)
* Have a ‘master’ resume with all your experience and education—NEVER give this resume to an employer
* Be a maximum of two pages
* Education and employment/volunteer experience is listed in reverse chronological order
* Include current contact information: professional email, address, and phone number
* Always save your resume with a generic, but descriptive file name, such as First Name\_Last Name\_Health Care\_Resume\_Date
* Do not include information, such as photos, birthdate, marital status, religion, or wage/salary expectation

**Source**: Adapted from Manitoba Start’s Employability Skills Training Foundations Workbook 2, 2013.

**RESUME DEVELOPMENT: Font Style and Size**

Typically, resumes use font styles-- Arial or Times New Roman; however, there are a few more font styles that are similar to the preferred two styles. The font sizes can vary from 10.5 to 12, depending on the font style you select for your resume.

|  |  |
| --- | --- |
| **Times New Roman** | **Arial** |
| Book Antiqua | Calibri |
| Bookman Old Style | Century Gothic |
| Cambria | Tahoma |
| Palatino Linotype | Verdana |

**RESUME DEVELOPMENT: Section Headings**

Below are various section headings you can use in your resume. Section headings can have font sizes 13 to 16 depending on the font style you use in your resume.

**Profile**

* Personal Profile
* Professional Profile
* Summary Highlights
* Qualification Highlights

**Work Experience**

* Employment History
* Employment Background

**Education**

* Education Background
* Education History
* Academic Achievements
* Related Training
* Additional Training

**Volunteer**

* Community Involvement

**Source**: Adapted from Manitoba Start’s Employability Skills Training Foundations Workbook 2, 2013.

**RESUME DEVELOPMENT: Functional & Combination Resume Subheadings**

Below you will find resume subheading that can be used for Functional and Combination style resumes. It is less common for you to use any of these headings for a Chronological resume.

| OCCUPATIONAL GROUPS | EXAMPLES |
| --- | --- |
| MANAGEMENT | * Supervisory and Training Skills * Communication and Presentation Skills * Leadership Skills * Management and Coordination Skills * Planning and Decision Making |
| HUMAN RESOURCES/ BUSINESS ADMINISTRATION/ CSR | * Client Services * Client and Staff Support * Communication and Teamwork Skills * Customer Service Skills * Documentation and Organizational Skills * Effective Written and Organizational Skills * Financial Responsibilities |
| SUPPLY CHAIN/ LOGISTICS | * Inventory Management * Money Management and Documentation * Planning and Documentation Skills * Problem- Solving Skills * Researching/Analyzing Skills * Shipping and Receiving Abilities * Report Writing Skills * Training and Scheduling Skills |
| INTERNATIONAL BUSINESS | * Communication and Interpersonal Skills * Cultural Sensitivity and Trade Relations * Financial, Marketing, and Management Skills * Diplomacy and Negotiating Skills |

**Source**: Adapted from Manitoba Start’s Employability Skills Training Foundations Workbook 2, 2013.

**National Occupation Classification (NOC) Guide**

|  |
| --- |
| **What is the NOC?** |
| The National Occupation Classification (NOC) is a system for describing the occupations of Canadians. |
| **Who uses the NOC?** |
| Statisticians, labour market analysts, career counsellors, and individual job seekers |
| **Where is the NOC found?** |
| * **Canada Job Bank**   + http://www.jobbank.gc.ca/home-eng.do * **Career Destination Manitoba for Newcomers**   + http://www.immigrantsandcareers.mb.ca/ * **Career Development Manitoba**   + http://www.manitobacareerdevelopment.ca/CDI/ * **Essential Skills Profiles**    + http://www.jobbank.gc.ca/es\_all-eng.do?index=A * **Manitoba Prospects**   + http://www.gov.mb.ca/tce/lmi/prospects/   + Planning Guide http://www.gov.mb.ca/tce/lmi/pdf/prospects\_career\_full.pdf |
| **Why should I use the NOC?** |
| The NOC helps people to organize and use statistics and other labour market facts to understand the nature of work in a standardized way. |
| **How do I use the NOC?** |
| The NOC is represented by four numbers (e.g. 4126). As a job seeker, you will only need to know the meaning of the first two numbers.   * Example: 7271 = Carpenters * First number = Skill Type (7) * Second number = Skill Level (2) |

**Reading the NOC Numbering System**

**What is meant by Skill Type?**

The skill type is the first number or digit of the NOC. It is divided into 10 areas which are based on:

* the type of work performed
* the industry of employment
* the field of training and
* the educational area of study required for entry to occupation

|  |  |
| --- | --- |
| NOC Skill Types | |
| *Skill Type* | ***Occupation Group*** |
| 0 | Management Occupations |
| 1 | Business, Finance and Administration Occupations |
| 2 | Natural and Applied Sciences and Related Occupations |
| 3 | Health Occupations |
| 4 | Occupations in Social Sciences, Education, Government Services and Religion |
| 5 | Occupations in Art, Culture, Recreation and Sport |
| 6 | Sales and Service Occupations |
| 7 | Trades, Transport and Equipment Operators and Related Occupations |
| 8 | Occupations Unique to Primary Industry |
| 9 | Occupations Unique to Processing, Manufacturing and Utilities |

**What is meant by Skill Level?**

There are four skills level that represent the second number or digit of the NOC. These levels explain the following:

* type of training
* length of training time

|  |  |
| --- | --- |
| *NOC Skill Levels* | |
| *Skill Level (digit)* | ***Nature of Education/Training***  Training can range from a university graduate degree to a diploma to a certificate to on-the-job-training. |
| 1 | * University degree at the bachelor's or master's or doctorate level. |
| 2 or 3 | * 2 - 3 years of post-secondary education at a community college, institute of technology or CEGEP; or * 2 - 5 years of apprenticeship training; or * 3 - 4 years of secondary school and more than 2 years of on-the-job training, specialized training courses or specific work experience. * Occupations with supervisory responsibilities and occupations with significant health and safety responsibilities, such as firefighters, police officers and registered nursing assistants are all assigned the skill level B. |
| 4 or 5 | * 1 - 4 years of secondary school education; or * Up to 2 years of on-the-job training, specialized training courses or specific work experience. |
| 6 | * Short work demonstration or on-the-job training; or * No formal educational requirements. |

**Time to Practice…**

**Using ESDC’s NOC 2016 of the website, find the NOC for each career listed below. Then write down their *Skill Type*.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Titles for Human Resources** | **4 Digit NOC #** | **Skill Type #** | **Skill Level #** |
| Administrative Services Managers |  |  |  |
| Benefits Administrator |  |  |  |
| Compensation and Benefits Managers |  |  |  |
| Executive Recruiter |  |  |  |
| Human Resources Specialist |  |  |  |
| Labour Relations Specialists |  |  |  |
| Non-Profit Human Ressources Expert |  |  |  |
| Training and Development Managers |  |  |  |

Sources: <https://collegegrad.com/careers/human-resources-managers>; https://www.humanresourcesmba.net/careers/best-careers-for-human-resources-professionals/

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Titles for International Business** | **4 Digit NOC #** | **Skill Type #** | **Skill Level #** |
| Economist |  |  |  |
| Financial Analyst |  |  |  |
| Foreign Exchange Trader, Consultant |  |  |  |
| Foreign Service Officer |  |  |  |
| Import/Export Coordinator |  |  |  |
| Lawyer Marketing Manager |  |  |  |
| Product Manager |  |  |  |
| Stock Broker |  |  |  |
| Trade Specialist |  |  |  |

**Source:** https://careercenter.georgetown.edu/career-exploration/exploring-your-options/what-can-i-do-with-my-major/international-business.html

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Title for Leadership & Management** | **4 Digit NOC #** | **Skill Type #** | **Skill Level #** |
| Administrative Services Managers |  |  |  |
| Branch Manager |  |  |  |
| Budget Analyst |  |  |  |
| Contract Administrator |  |  |  |
| Credit Manager/Loan Officer |  |  |  |
| Customer Service Manager |  |  |  |
| Distribution Manager |  |  |  |
| Facilities Planner |  |  |  |

**Source:** <https://business.ku.edu/what-can-i-do-major-management-leadership>

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Title for Global Logistics & Supply Chain Management** | **4 Digit NOC #** | **Skill Type #** | **Skill Level #** |
| Logistics Analyst |  |  |  |
| Operations Manager |  |  |  |
| Production, Planning and expediting Clerk |  |  |  |
| Purchasing Agent |  |  |  |
| Purchasing Manager |  |  |  |
| Storage and Distribution Manager |  |  |  |
| Supply Chain Manager |  |  |  |

**Source:** https://www.rasmussen.edu/degrees/business/blog/what-can-you-do-with-supply-chain-management-degree/

**RESUME DEVELOPMENT: Writing a Profile Statement**

1. **What are some describing words (adjectives), that you can use to describe yourself as an ideal employee?**

**Job Title:** Customer Service Representative

**Adjectives to describe you:** Friendly, Approachable, Reliable

Write down a position title from your previous experiences (work, school, or volunteer) and then list the adjectives (i.e. helpful, knowledgeable, friendly) that describe yourself in that role.

1. **Use describing words (Adjectives) to describe yourself as a potential employee.**

* Adaptable problem solver who has \_\_\_\_ years’ experience providing ….

1. **Discuss the specific / general knowledge and/or training you have in the field**
2. **This next statement shows your communication and people skills**

* (E.g. Attributes/Soft Skills = personal qualities)

1. **Finally, explain your level of technical and/or computer skills**

* Are you proficient, knowledgeable, or familiarized?
* Don’t forget to include examples
* TIP: Avoid starting statements with ‘I’

3. In every job, you work with **PEOPLE**, **THINGS**, and/or **INFORMATION**.

Listing the people, things, and information from your previous experiences (work, school, or volunteer) will help you write your skill statements. Try to remember how these categories interacted together.

|  |  |  |
| --- | --- | --- |
| PEOPLE | THINGS | INFORMATION |
| e.g. customers | e.g. grocery items | e.g. where to find these products |

**People**:

**Things**:

**Information**

4. Circle the **verbs** (action words) that you can use to start your skill statements.

In the empty table below, write additional ‘areas’ that match your previous experiences, then write as many verbs as you can to describe your actions/duties. Look at the first example below to get some ideas.

|  |  |  |  |
| --- | --- | --- | --- |
| AREA | Technical | Communication | Clerical |
| VERBS | * assembled * built * calculated * computed * designed * devised * engineered * Fabricated * maintained * operated * overhauled * programmed * remodeled * repair | * addressed * arbitrated * arranged * authored * corresponded * developed * directed * drafted * edited * enlisted * formulated * influenced * interpreted * lectured | * approved * arranged * catalogued * classified * collected * compiled * dispatched * executed * generated * implemented * inspected * monitored * operated * organized |

**SOURCE**: http://www.bc.edu/offices/careers//skills/resumes/verbs.html

**ANOTHER SOURCE:** http://www.quintcareers.com/action\_skills.html

4. Using the NOC to help you write your skill statement.

**A.** Find your NOC code at http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/QuickSearch.aspx?val65=\*

**B.** Review the MAIN DUTIES.

**C.** Select at least three statements that you would like to include in your resume. These statements are duties that you performed 80% of the time at that job.

**D.** Divide the statement into three parts, if possible.

**ACTION WORD (VERB) + DUTY (WHAT YOU DID) + REASON (WHY YOU DID THE DUTY)**

**E**. Replace the verb(s) with one from your list. **Don’t forget to change the tense—add ‘ed’ to show past actions (E.g. talk = talked).**

**F.** Ask yourself questions about the duty to make it more unique to what you did in your job.

* **5 W’s –Who, What?, Where?, Why?, When?**
* **To whom?**
* **For whom?**
* **How?**
* **How many?**
* **How often?**

**G.** When writing your skill statements, try to limit or avoid using the following words…

* the, a, an, to be (am, is, are, was, were), to have (has, have, had), which, that, then, who
* prepositions, such as **‘**of, with, in, for”

**Note**: These small words take away from the message of your skill statements. Interviewers will only spend an average of 10 seconds looking at your resume and they want to find out if you are a match for the job they posted quickly. Remember, skill statements are not the same as a traditional sentences found in a book.

**H. Use the space below to start the writing process.**

|  |  |  |
| --- | --- | --- |
| Original NOC Code Statement: #\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| ACTION/VERB: | **DUTY:** | **REASON** |
| YOUR DRAFT STATEMENT: | | |
| YOUR FINAL STATEMENT: | | |

|  |  |  |
| --- | --- | --- |
| Original NOC Code Statement: #\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| ACTION/VERB: | **DUTY:** | **REASON** |
| YOUR DRAFT STATEMENT: | | |
| YOUR FINAL STATEMENT: | | |

STUDENT MANUAL

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**APPENDIX:**

**ASSIGNMENTS**

**& RUBRICS**

**ASSIGNMENT: Career Exploration/Labour Market Research**

**Directions:** Answer the following questions through online research tools (e.g. career videos, Job bank, company websites, school websites, etc.)

**This assignment is worth 10% of your final mark**

| **Answer the following** | **Score** |
| --- | --- |
| **What is your number #1 career choice?** | |
| **Computer Programmer** | **/1** |
| **What is the National Occupational Classification of your career choice?** | |
| **\_\_2\_\_ \_\_1\_\_ \_\_7\_\_ \_\_4\_\_** | **/1** |
| **What is the starting salary range for this occupation?** | |
| **$ 50,000 to $ 60,000** | **/1** |
| **What type of education and/or training do you need?** | |
| **A Bachelor’s degree in Computer Science** | **/1** |
| **If education is required, write the school and program name below.** | |
| **School: University of Winnipeg**  **Program: Computer Science** | **/2** |
| **List three main duties for this career choice** | |
| **1. To write, modify, integrate and test software code.**  **2. To maintain existing computer programs by making modifications as required.**  **3.To assist in the collection and documentation of user requirements.** | **/3** |
| **List three related careers to your career choice** | |
| * 1. **Software Programmer**   2. **Multimedia developer**   3. **Systems Programmer** | **/3** |
| **List three companies that hire for this career in Manitoba** | |
| * 1. **BOLD**   2. **SHAW**   3. **BELL** | **/3** |
| **What is the Job Outlook like for this career in Manitoba?** | |
| **1.** | **/1** |
| **Name at least one new fact you found interesting about this career?** | |
| 1. **A challenging job** | **/2** |
| **List at least two research sources where you found information to answer these questions** | |
| 1. **Indeed.com** 2. **http://noc.esdc.gc.ca/English/noc/ProfileQuickSearch.aspx?val=2&val1=2174&ver=16&val65=software%20developer** | **/2** |
| **Total** | **/20** |

**ASSIGNMENT: Job Ad Analysis**

**Directions:** In class we practiced doing a job advertisement analysis. Now it is your turn to complete this analysis with a job advertisement of your choice. You must submit the advertisement and resume with this completed sheet

**This assignment is worth 10% of your final mark**

|  |  |  |  |
| --- | --- | --- | --- |
| Job Title: | Company: | Closing Date: | |
|  | **JOB ADVERTISEMENT** | **WHAT CAN YOU OFFER?** | **Score:** |
| QUALIFICATIONS:  *Work and Education*  (years’ of work experience; High school, diploma, certificates, Bachelor’s/ Master’s degree) |  |  | **/5** |
| REQUIREMENTS: *Specific Knowledge/ Training*  (First Aid/CPR, Child Abuse Registry, Class 5 Driver’s License, certification, languages) |  |  | **/5** |
| SKILLS:  *Technical Skills “Hard”*  (problem solving, numeracy, research skills, read blueprints, wpm, computer software knowledge) |  |  | **/5** |
| ATTRIBUTES:  *Personal Qualities “soft”*  (positive attitude, continuous learning, responsible) |  |  | **/5** |
| Are there statements with words showing you must have the skill? (i.e. asset, preferred, essential, required) |  |  | **/5** |
| Other Considerations   * Location of job (car/ bus route) * Work Hours (Day, night, shifts) * Physically demanding/ dangerous * Outdoor/ indoor |  |  | **/5** |
| Total |  |  | **/30** |

**ASSIGNMENT: Chronological Resume**

In this class, you were introduced to three types of Resumes.

* **Chronological**
* **Combination**
* **Function**

For this assignment, you write a chronological style resume that is targeted for you’re a short term career that you have the skills and/or experience to perform.

During this course, you were introduced to a variety of tools to help you organize (templates), label headings/section and write skill statements for your final resume. Use this previous work to help you with this assignment.

**This assignment is worth 15% of your final mark**

| **Name** | | **Job Target:** | | |
| --- | --- | --- | --- | --- |
| **Chronological Resume: Grading Rubric** | | | | |
| **Criteria** | **Excellent (3)** | **Average (2)** | **Needs Work (1)** | **Score** |
| **Style, Appearance, & Tone**  ***Goals:***   * *To highlight strengths and make a resume that is clear & easy to read*   ***Comments:*** | * One or two pages in length * Margins are acceptable * Font style & size is readable * Formatting is consistent * Relevant info appears on the top ½ of the page * Section headings reflect content & content substantiates headings * (section titles & descriptions are relevant to targeted opportunity) * Resume is targeted to internship, job or program | * Page appears crowded, but doesn’t exceed two pages * Less than two formatting errors | * Exceeds one page * Does not fill majority of one page * Margins are less than ½ inch or more than 1 inch * Font style is unreadable * Text size is not between 10 and 12 | **/3** |
| **Grammar, Spelling, & Punctuation**  ***Goal:*** *To ensure your resume is error free.*  ***Comments:*** | * Error--‐free spelling * Error--‐free punctuation * Error--‐free spacing * Grammar is appropriate (e.g. verb tense, pronouns) | * Contains 1-2 minor errors (punctuation or spacing) * Has a pattern of a single error (e.g. some bullets have periods, some do not) | * Resume contains 3 or more * individual errors * Has a pattern of 2 or more of the same type of error | **/3** |
| **Contact Information**  ***Goal:*** *To ensure you can be easily*  *reached*  ***Comments:*** | * Includes name, address, email, phone * Name stands out on the resume * Provides professional email | * Name does not stand out * Email used is too casual | * Missing name, email, address, email, or phone number * Email used is inappropriate or unprofessional | **/3** |
| **Education Section**  ***Goal:*** *To share your academic qualifications and training.*  ***Comments:*** | * Entries are in reverse chronological order * Degree/Diploma/ Certificate is spelled out * Major(s) (if declared) and graduation month/year are indicated * Course work listed is relevant * Each institution includes name, * location, & dates If listed, GPA is in correct format * Relevance of study abroad, research, * & honors is revealed | * Degree is abbreviated (BA) | * Entries are not in reverse chronological order * Missing declared major(s) * Entry is missing details (name, location, dates) * Irrelevant or outdated high school info is listed * If listed GPA is not in correct format * Relevance of study abroad, research, & honors is not revealed | **/3** |
| **Experience Section(s)**  ***Goal:*** *To show how your skills and qualifications are related for desired position*  ***Comments:*** | * Entries are in reverse chronological order * Organization name, position title, location, & dates are included * Bullets begin with strong action verbs and are in correct verb tense * Personal pronouns and small words are avoided * Bullets are concise, direct, & indicate benefits/accomplishments * Results are quantified * Bullets are listed in order of importance | * Entries are in reverse chronological order * Entries have a pattern of one type of error (e.g. locations are missing) * Action verbs are weak * Verb tense is incorrect for 1 entry * Bullets are not clear or direct and do not indicate benefit for the company * Bullets are written using Verb + Duty + Reason | * Entries are not in reverse chronological order * 3 or more entries do not include organization name, dates, position title, or location * Bullets are written in complete sentences * Verb tense is incorrect for 2 or more entries * Bullets are wordy, vague, or do not * Show benefit for the company * Bullets are not listed in order of importance to the reader * Results are not quantified when appropriate * Irrelevant or outdated information is listed | **/3** |
| **Total** |  |  |  | **/15** |

Source: Modified from https://www.amherst.edu/media/view/299600/original/ASIP%2BRubric%2Bfor%2BCover%2BLetters%2Band%2BResumes.pdf

**Notes**