



Career Development Faculty Facilitator Guide



Resumés

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The information contained here represents the common guidance that Career Development coaches share with students and alumni when reviewing and assisting with resumé.

OVERVIEW OF RESUMÉS

One of the first steps for students to take in writing a resumé is to decide on an appropriate format. Generally, resumé formats are one of three types: ***Chronological, Functional, or Combination.***

Chronological

- Works well when staying in the same field, or applying for summer and part-time jobs.

Functional

- Is used when the focus of the resumé is on skills however, a concise section of relevant skills, combined with a detailed work experience section, tends to serve the student, new graduate and employer well. This is referred to as a Combination resumé as outlined below.

Combination (most recommended by Career Development)

- **Works well for graduating students looking for work in their field**, as it combines elements from both the chronological and functional formats.

RESUMÉ FORMATTING

Some advice for faculty to be aware of regarding resumé format and appearance:

Templates

- Templates can be problematic when trying to update or make changes to content or format. They are also often too generic to properly market an applicant's credentials and skills. Templates may not be recognized by Applicant Tracking Systems (ATS).

Font and Format

- One font is used consistently throughout the resumé.
- Font size is consistent and is neither too big nor too small; name and section headings stand out and are larger than the section content.
- Bullets have been used to showcase skills, education, and accomplishments. Paragraphs are not advised as they reduce the ability of the employer to quickly scan the resumé for key skills and overall suitability.
- Margins are equal and white spacing enhances readability.
- Several people have proofread to check for spelling, grammatical and typographical errors.

RESUMÉ HEADING

Name and Contact Information

- Name displayed on the resumé is the applicant's preferred name, which is not necessarily their legal given name.

Address

- Address is an evolving discussion and is considered optional on the resumé.
- The applicant's address could be left out if it could be perceived as too far away from the place of employment.
- Similarly, the applicant's address could be left in if they live in proximity to the place of employment and if this could be seen as an advantage.
 - If the address is included, the full street address, city, province and postal code should be provided.
- An address may still need to be provided if the applicant is applying online and the company is using an Applicant Tracking System (ATS). If asked, this field is usually a mandatory one.

Phone Number

- A reliable phone number with an activated voice mail / answering machine has been provided on the resumé. This may be a cell phone or a home phone.
- The outgoing voice mail message is professional and courteous and repeats the applicant's name and phone number to coincide with the information on the resumé.
- If the applicant is listing a home phone, they should also consider who else might be answering the phone on their behalf, as the person who first answers the phone is setting the first impression for the employer.

E-mail and LinkedIn

- E-mail address is professional in nature and includes the applicant's first and last names or initials. If numbers are used, they do not reveal the applicant's age or year of birth, e.g. kstevens1997@gmail.com should be avoided.
- Due to spam and virus issues, use of Hotmail is discouraged.
- Gmail is generally seen as the most professional email; DC Mail is also an option however graduating students, in particular, should be encouraged to use an email address that they will be consistently accessing after graduation.
- A LinkedIn account can also be provided; applicants should create a custom URL for their profile to simplify the link (e.g. www.linkedin.com/kstevens-45793a97 can be changed to www.linkedin.com/kstevens). This can be done by clicking 'edit public profile & URL' on the right hand side of the profile page.

Examples

KELLY STEVENS

123 Main Street, Oshawa, ON L1H 1K0 905-555-1234 kstevens@gmail.com

KELLY STEVENS

905-555-1234 • kstevens@gmail.com • www.linkedin.com/kstevens

OBJECTIVE

- An objective is **no longer considered mandatory** on the resumé.
- If used:
 - it is a clear statement that indicates the position being applied for and the company that is offering the position.
 - it is only one sentence and does not contain any information on the applicant's skills.
 - Examples:
 - To obtain a position as a Sales Associate with Costco.
 - Seeking a position as a part-time Personal Support Worker with Lakeridge Health Corporation.
- The hours of employment should only be included in the objective if it is part-time, summer, or contract.
- The phrase 'full-time' should not be used because it could exclude a candidate from further consideration for contract positions or other employment opportunities.

SKILLS

- Titles for a skills section on the resumé can vary. Typical titles range from Summary of Skills to Highlights of Qualifications to Skills and Abilities. All are acceptable.
- A skills section is ideal as either the first or second section on the resumé so that it is easily viewed by the employer.
- Several considerations for this section:
 - Six to eight bullet points can be included to describe skills; bullet points may be one to two lines in length.
 - The list should always be ranked – the most important / relevant item should always be listed first.
 - Different proficiency phrases can be used for each statement to describe the applicant's level of ability and proficiency. Some examples include: Demonstrated ability to....; Experienced in....; Working knowledge of....; Familiar with.....
- Both **technical (hard)** and **employability (soft) skills** should be included to highlight strengths:
 - Technical skills include software, equipment and theory.
 - Employability skills include areas such as communication, teamwork, and problem solving.
 - For both types of skills, applicants should indicate how they were demonstrated.
- Applicants should carefully review the job posting and target their skills to match the employer's requirements.
- Career Development refers students to their course outlines and the Course Specific Learning Outcomes for ideas about the skills gained during their college program.

EDUCATION

- For students and recent alumni, the education section can be included either before or after the skills section. This ensures that the employer can quickly confirm the applicant's credentials and level of knowledge for the position.
- Examples of a college credential are as follows:

Law Clerk Advanced Diploma

September 2019 – Present

Durham College, Oshawa, ON

- Completed first year of three year program
- Cumulative GPA 4.1 / 5.0; awarded Honour Roll in two consecutive semesters

Power Engineering Technician Diploma

Graduated April 2018

Durham College, Whitby, ON

- Topics studied include: theory of low pressure/high pressure boiler operations, operating principles of a CANDU System, turbine operation and support systems and thermodynamics
- Achieved Honour Roll standing in final semester

Credentials:

- The credential name is listed first and in bold to easily draw attention. This is generally more important than the name of the institution which is why it is listed first and in bold.
- Credential names should be spelled out in full and accuracy of the credential should be verified if the student / alumnus is unsure, i.e. certificate, diploma, licence).
- High school can be omitted unless it is a job requirement like in some trades or law enforcement programs as employers in these sectors want to see high school included on the resumé.

Institution Name and Location

- The institution's name should be fully spelled out and not abbreviated (e.g. Durham College, not DC).
- For Canadian or American institutions, city and province / state should be included. For international institutions, city and country should be included.

Dates of Education

- If the student has recently started their program, dates can be written as the start month and year to Present, e.g. September 2019 – Present.
- If the student is in their final year of studies, the expected graduation month and year can be included. If the alumnus graduated several years ago, months do not need to be included.

Other considerations

- Applicants may wish to include:
 - 3 – 5 course titles that are relevant to the job posting.
 - Cumulative GPA listed out of 5.0 and / or recipient of Honour Roll.
 - Brief description of 1 – 2 projects completed that are relevant to the job posting.

WORK EXPERIENCE

- Applicants should list their current or most recent work experience first. This applies to all resumés, regardless of format.
- If an applicant's most recent work experience isn't their most relevant, they could consider using a Combination format and separating their experience into two distinct sections: **Related Experience** (i.e. field placement) and **Additional Experience** (i.e. unrelated positions).

Job Titles

- The job title for each position should be listed in full, with no abbreviations, e.g. Customer Service Representative, not CSR. Job titles may be bolded.
- For field placements, students should be encouraged to list a specific job title rather than just 'Student' or 'Field Placement Student' although 'field placement' should still be noted, e.g. Assistant to Quality Assurance Supervisor (field placement).
- Job titles are typically listed before company name and location, however consistency throughout the entire resumé is the most important consideration.

Company Name and Location

- The name of each company should be listed in full, with no abbreviations, e.g. Ontario Power Generation, not OPG.
- For Canadian or American companies, city and province / state should be included. For international organizations, city and country should be included.

Dates

- Dates of employment must also be included rather than years of employment, e.g. 2016 – 2019 rather than 3 years).
- The duration of employment should be listed in years; if the position started recently, the month when the position started may be included. Including months can be useful if the position started less than two years ago.
- If the applicant is still working in the position, 'Present' should be used, e.g. 2014 – Present.

Accomplishment Statements / Job Descriptions

- Bullet points for jobs can be considered accomplishment statements because they allow employers to visualize the ways the applicant could add value to their company. Beyond listing job duties, applicants should, if possible, focus on the result and/or reason for what they do/did.
- Action verbs in the present tense (for current jobs) or past tense (for past jobs) should be used for each bullet point; ideally, there is a different action verb for each statement.
- Results and quantity are important (e.g., how much they increased sales, how they achieved a goal, how many children they supervised).
- There is no specific rule on the number of bullet points to include; however, a general average would be between three (3) and six (6) points per job depending on the relevancy and duration of the position.
- Bullet points may be one to two lines in length, and any one job description should not be split onto multiple pages.

Examples

RELATED EXPERIENCE

Accounting Clerk

2017 – Present

Bob's Pontiac Buick, Ajax, ON

- Enter invoices into the computer system to maintain detailed records
- Produce cash distribution cheques accurately and on time
- Manage weekly payroll for 45 salaried and hourly employees

Peer Tutor

2016 – Present

Durham College, Oshawa, ON

- Tutor students in accounting and business to enhance their knowledge of key concepts
- Demonstrate effective teaching skills resulting in improved grades by up to 30%

ADDITIONAL EXPERIENCE

Clerk / Cashier

2014 – 2016

Mr. Sub, Oshawa, Ontario

- Awarded "Staff Person of the Year" in 2015 for delivering superior customer service
- Conducted inventory checks to ensure adequate supplies were on hand
- Demonstrated leadership skills by training and guiding new staff in learning roles
- Followed workplace safety guidelines and safe food handling policies

VOLUNTEER EXPERIENCE

- Volunteer Experience is an optional section to include on a resumé. Deciding to include volunteer experience depends on if the student has been an active volunteer as well as how valued community involvement is considered by employers in their industry.
- Tips for formatting volunteer experience:
 - Students should be encouraged to list a specific job title rather than just 'Volunteer'.
 - The name of the agency / organization should be listed in full, with no abbreviations.
 - Dates should be included; if the position started recently, the month when the position started may be included. If the student is still volunteering with the organization, 'Present' should be used, e.g. 2018 – Present.
- Tips for accomplishment statements / volunteer descriptions:
 - Action verbs in the present tense (for current volunteering) or past tense (for past volunteer experiences) should be used for each bullet point; ideally, there is a different action verb for each statement.
 - The same advice provided for work experience accomplishment statements applies to volunteer experience descriptions as well.

PROFESSIONAL DEVELOPMENT

- Professional Development can be used as a heading to list items such as certificates, conferences / training / workshops / seminars, and professional association memberships.
- Students can include the name of the certificate / seminar, etc., the organization who granted it, and the completion or expiry date.

Example

- Student Member, The Institute for Performance and Learning August 2017 – Present
- Standard First Aid + CPR (Health Care Provider) & AED Expiry August 2019
- Applied Suicide Intervention Skills Training (ASIST) February 2018
- WHMIS Training August 2018

AWARDS & ACHIEVEMENTS

- Students can include awards to highlight recognition they have received in school, from work or in the community.
- Awards can include scholarships, but should not include bursaries given due to financial need.
- Awards and achievements should be relevant and / or recent, e.g. Grade 2 Perfect Attendance should not be included.
- If the student’s awards are specific to their education or work experience, the awards could then be mentioned in the bullet points within the relevant school program or job position instead of in a separate Awards section.

Example

- Ontario Power Generation Community College Technical Award Recipient September 2019
- Claude Deschamps Memorial Award Recipient September 2018

INTERESTS

- Interests are considered optional and if included should be relevant to the knowledge, skills and abilities that are needed to perform the job.
- Interests can also be included if they will demonstrate how a student can maintain work-life balance.
- Wording should be specific rather than general:

Good	Better
Blogging	Writing environmental blogs
Sports	Competitive karate
Music	Composing songs and lyrics

REFERENCES

- References should not be included on the resumé; they are always a separate document which is generally only provided at the interview unless the employer specifies otherwise.
- ‘References available upon request’ is now considered optional.
- Tips for references:
 - The heading used on the resumé and cover letter should also be used on the References page.
 - At least three references should be provided and should be listed in order of importance with the most relevant reference listed first. Include the relationship if the reference’s job title is not indicative of their relationship to the student.
 - Example: Relationship: Communications Professor, Fall 2017
 - Only professional references should be used - managers (current and former), professors, coaches, etc. would be suitable.

REFERENCES FOR KELLY STEVENS

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Jim Dandy
Supervisor

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181 Bay Street
Toronto, ON M5J 2V1
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E: dot.rainbow@deloitteandtouche.com
Relationship: Supervising Manager

Required information:

- Contact name
- Their job title
- Company name
- Phone number
- Email address

The mailing address for the reference is optional to include.

CAREER DEVELOPMENT OFFICE

What we do

The Career Development office has a team of coaches ready to assist, guide and encourage Durham College students and graduates to:

- Explore their potential career paths, assess their personal traits, skill sets and values
- Discover what employers are looking for in new recruits, and the art of networking and building industry relationships
- Learn to translate their academic experiences into resumes and professional letters
- Prepare for job interviews and achieve success in the workplace

What we offer students

- One-to-one appointments for job search guidance, cover letter and resumé coaching, interview techniques, and mock interviews
- Career coaching, including assessments and access to Career Cruising for students who are unsure about their career options, or wanting to reaffirm their goals
- Employer recruitment events such as job fairs and information sessions
- Access to Career Development in-person and online via DC's Hired site.
 - By using their MyCampus credentials students can log on to Hired to research career resources, book appointments, view the event calendar, register for events
 - Students enjoy exclusive access to job postings for full-time, part-time, summer, volunteer and on-campus opportunities. New job postings can automatically be emailed to students once a job alert has been created

What we offer faculty

- A variety of career development workshops delivered by Career Development coaches in your classroom
- The ability to book all your career development workshops online through the Hired site
- Assistance in hosting employer panels and industry events upon request
- Access to our extensive online career resources detailing industry information specific to DC post-secondary programs
- A place to refer students questioning their program choices or looking for career information

What we ask of faculty

Let students know about us early and encourage them to meet with a Career Development coach to begin working on their career success plan. Students who have a career goal are more inclined to persist and succeed in their programs. If students have questions or even doubts about a career path, our coaches can assist by helping students clarify their career options.



CAREER DEVELOPMENT WORKSHOPS

Booking information is available on DC's Hired site – <http://hired.durhamcollege.ca>

Get Hired - Introduction to Career Development

This workshop showcases the benefits of using the services of Career Development and the Hired site.

Resumés - The employers' perspective

This workshop will provide added value by helping students view their resumé from the employers' perspective. Students are invited to actively participate; ideally, students should have a basic understanding of how to create a resumé and come prepared with an industry-specific job posting and a copy of their resumé.

Cover letters – From applicant to potential candidate

This workshop will provide added value by helping students view their cover letter from the employers' perspective. Students are invited to actively participate; ideally, students should have a basic understanding of how to create a cover letter and come prepared with an industry- specific job posting and a copy of their cover letter.

Networking – Communicate your brand

This workshop will introduce networking as an important practice in the workplace.

LinkedIn

This workshop will familiarize students with LinkedIn as an effective job search and networking tool.

Tough interview questions – How to answer them

This workshop will provide added value by helping students with tough interview questions often asked by employers. Students are invited to actively participate; ideally, should have a basic understanding of interview formats and expectations.

CONTACT US

Oshawa campus
Student Services building, Room SSB212

Whitby campus
Coaching and Support Centre, Room 180

Monday to Friday, 8:30 a.m. to 4:30 p.m.

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