

JOB OBJECTIVE: To obtain employment coordinating and facilitating instructional programming. Special interest in literacy, teaching English as a Second Language, and working with at-risk students.

SKILLS/ACCOMPLISHMENTS

Qualifier	+	Skill	+	Detail	+	Proof
(p.7)				(what you did)		(result – p.5)

Facilitation / Instruction:

- Successfully completed a Bachelor of Education with Distinction from Mount Allison University
- Over 10 years of experience in planning and implementing youth education and recreation programs both nationally and internationally
- Proven effectiveness in designing and facilitating professional development seminars
- Fully certified in various literacy instructional methods
- One year direct practical experience teaching English as a Second Language to Ecuadorian students aged 6 – 15 years
- Resourceful in contributing to a team of teachers that implemented new curriculum objectives in public schools in accordance with legislative requirements

Co-ordination / Organization:

- Certified in Special Event Coordination – New Brunswick Community College
- Proven skills in coordinating and implementing a special program for at-risk students with an ability to adapt delivery to accommodate varied learning needs
- Successful in recruiting, hiring, training and motivating staff to maximize effective teaching practices
- Effective in contributing to the creation and administration of recreation programs for children from diverse cultural and socio-economic groups
- Experience in managing and organizing community theatre productions overseeing between 3 – 8 performances annually

Communication:

- Highly effective written communication skills with proven abilities in writing reports and lesson plans for delivery to students of diverse populations and ages
- Continuously acknowledged as being able to relate well with individuals and groups, develop rapport and maximize learning experiences
- Confident in delivering presentations to large groups of up to 120 attendees
- Proficient in Microsoft Office Suite, Internet and e-mail software for development of presentations, business correspondence and research purposes

RELATED EMPLOYMENT HISTORY

Action Verb	+	Detail	+	Proof
(p.6)		(what you did)		(result – p.5)

English Immersion Teacher

The American School of Quito, Quito, Ecuador

(Aug. 2005 - June 2006)

- Designed and taught classes in English Second Language instruction utilizing a variety of methods, including visual aids, to ensure student understanding
- Trained teaching colleagues in use of literacy teaching strategies enabling them to be implemented in the classroom to maximize student learning
- Increased literacy levels in the 7 – 8 year old group by 12% in a single academic year

Classroom Teacher

School District #5, Moncton, NB

(Sept. 2002 - June 2005)

- Planned, organized and taught age appropriate curriculum for Kindergarten and Grade One children to equip them with basic skills facilitating future development

RELATED EMPLOYMENT HISTORY CONT'D**First Steps Literacy Consultant**

School District #5, Moncton, NB

(Oct. 2001 - June 2005)

- Implemented CanRead Literacy Resource throughout district utilizing phonics, phonemic awareness and blending of phono-graphemes
- Trained teachers in CanRead teaching strategies for implementation in the classroom and maximal student benefit
- Provided in-class support to teachers to ensure all students received appropriate levels of support

Early Literacy Summer Program Coordinator

School District #5, Moncton, NB

(June/July 2003)

- Planned, organized and budgeted for a literacy program for at-risk students to help them overcome personal literacy and learning barriers
- Hired, trained and managed a staff of eight people to deliver a high standard of Early Literacy to students with learning barriers
- Prepared and presented an evaluation report to monitor success of the program

Reading Recovery Teacher

School District #5, Moncton, NB

(Sept. 2002 - June 2004)

- Taught an intensive reading and writing program for at-risk students utilizing a range of teaching strategies to maximize learning
- Participated in ongoing training seminars to keep current with new developments and strategies in the teaching field

Recreation Specialist

Department of Parks & Recreation, Fredericton, NB

(June 1994 - Sept. 1997)

- Planned and implemented youth programming ensuring a fun and positive learning environment for summer activities
- Coordinated training of summer staff to ensure the program ran smoothly and children received support as required

EDUCATION**Bachelor of Education (Distinction)** – Mount Allison University (2000)**Intermediate French Certificate** - University of Sainte Anne (2000)**Special Event Coordinator Certificate** - New Brunswick Community College (2005)**PROFESSIONAL TRAINING****Reading Recovery Teaching** - Reading Recovery Canada (2003)**CanRead Literacy Tutor** - Johnson Professional Resources (2002)**Beginner / Intermediate Spanish** - Forum Language Services, Quito, Ecuador (2006)**AWARDS**

Rotary Youth Merit Award

Theatre New Brunswick Outstanding Student in Theatre Arts and English

St. Cecilia's Alumnae Scholarship

VOLUNTEER / COMMUNITY INVOLVEMENT**Elementary School Representative** – School District #5 Professional Development Committee**Stage Manager** – Fredericton Theatre Company**School Wellness Representative** – School District #5 Teacher Wellness Committee**REFERENCES AVAILABLE UPON REQUEST**

Sample Skills and Highlights Sections

Functional or Combination Resume with Skills Categories	Combination Resume with Highlights of Qualifications / Skills
<p style="text-align: center;">SKILLS/ACCOMPLISHMENTS</p> <p>Administration:</p> <ul style="list-style-type: none"> • Extensive administrative experience in academic institutions and the private sector • Adept at prioritizing multiple tasks and deadlines • Proven ability to supervise up to five clerical staff • Experienced in training staff and resolving training difficulties <p>Computers:</p> <ul style="list-style-type: none"> • Trained and experienced in MS Word, WordPerfect, Access 2000, Excel, E-mail, Internet Searches • Excellent keyboarding skills (70 wpm) • Competent in designing and implementing MS Access 2000 databases for monitoring university admissions and convocation • Capable of implementing new record maintaining systems and training new and current staff <p>Communication / People:</p> <ul style="list-style-type: none"> • Superior oral communication skills developed through interaction with students, faculty, customers, funding agencies and international institutions • Excellent written correspondence skills, including academic reports • Professional in dealing with sensitive and confidential information • Extensive experience advising people on regulations, procedures and policies • Published author of work-related guides and research paper in an academic journals 	<p style="text-align: center;">HIGHLIGHTS OF QUALIFICATIONS</p> <ul style="list-style-type: none"> • Over ten years experience in office administration • Excellent typing skills, familiar with MS Word and the Internet • Adept in using a variety of filing systems • Experienced in processing payments from clients in a timely and accurate manner • Professional telephone manner with honed communication talents • Demonstrated success in providing quality customer service • Proven ability to work well with others • Highly organized, reliable and positive

Using the “Proof Statement” formula is a helpful way to ensure you are demonstrating your skill effectively.

Qualifier + Skill + Detail + Proof

(p.7)

(what you did) (result – see p.5)

SKILL CATEGORIES

Functional and combination resumé may use skill categories to clarify to the employer the key strengths you have to offer. The following is a list of commonly used skill categories, but you may think of others that are important in your field of work. Typically two to four skill categories are highlighted.

Account Management	Forecasting	Public Speaking
Accounting	Fundraising	Publicity
Administration	Graphic Design	Publishing
Advertising	Human Resources	Purchasing
Advocacy	Inspection	Quality Assurance
Analysis and Evaluation	Instruction	Quality Improvement
Bookkeeping	Interviewing	Reengineering
Budgeting	Inventory Control	Real Estate
Business Management	Management	Records Management
Community Relations	Investigation/Research	Recruiting
Career Development	Labour Relations	Reporting
Client Services	Language Interpretation	Research and Development
Communications	Market Research	Resource Development
Community Services	Marketing	Restaurant Management
Computer Programming	Media	Retail
Computer Skills	Mediation	Sales
Coordination	Merchandising	Statistical Analysis
Corporate Administration	Multimedia	Strategic Planning
Counselling	Negotiations	Supervision
Curriculum Development	Office Administration	Systems Analysis
Customer Service	Office Skills	Teaching
Data Processing	Outreach	Technical Skills
Decorating	Performing Arts	Technical Writing
Display	Photography	Telecommunications
Drafting	Policy Making	Testing
Editing	Presentation	Training
Employee Relations	Print Co-ordination	Visual Arts
Engineering	Process Improvement	Word Processing
Environmental	Product Development	Writing
Equipment	Product Management	
Event Planning	Production	
Field Research	Program Design	
Film and Video	Program Management	
Financial Analysis	Project Management	
Financial Management	Promotion	
Financial Planning	Public Relations	

HOW DO I WRITE, DESCRIBE OR EXPLAIN TRANSFERABLE SKILLS?

In order to effectively use transferable skills and to powerfully describe our job experiences, we need to ensure the employer has enough details to understand the skill. Through effective description of your skills and experiences, the employer can begin to place your experience within the context of the employment opportunity.

For help with the Proof (result), consider

Quantify — numbers jump out to the employer

1. *Over 10 years' experience in...*
2. *Successful at increasing monthly sales volume by 30%*
3. *Proven ability to effectively supervise up to 8 staff*

Qualify the proof — where did you perform this skill, who were you working with, what industry

1. *Over 10 years' experience as an administrative assistant in the insurance financial industry*
2. *Successful at increasing Halifax branch office monthly cellular sales volume by 30% in 4 months*
3. *Proven ability to supervise up to 30 customer service staff in a busy call center*

Achievements or results — what were the results and how did you achieve them?

1. *Recognized for superior customer service as an administrative assistant with over 10 years' experience in the insurance financial industry*
2. *Successful at increasing Halifax branch office monthly cellular sales volume by 30% in 4 months by developing and implementing new marketing strategies*
3. *Proven ability to supervise up to 30 customer service staff in a busy call center and ensure sales quotas were met or exceeded.*

Use a range — in cases where you have a lot of experience, try to incorporate ranges

- *Effective at working in groups of 2 to 20 staff members*
- *Knowledgeable in a wide range of tasks from small engine repair to calibration of industrial equipment*

Combine experiences — in the case where you don't have a lot of experience, combine experience

- *3 years of combined education and professional experience in Human Resources*

JOB EXPERIENCES- A SHORT LIST OF SUGGESTIONS

BEGIN YOUR JOB EXPERIENCES WITH ACTION VERBS LIKE THESE:

A	D	I	N	
accomplished	decreased	identified	negotiated	reorganized
achieved	delegated	illustrated		repaired
acted	delivered	implemented	O	researched
adapted	demonstrated	improved	obtained	resolved
administered	designed	increased	operated	restored
advised	developed	influenced	ordered	retrieved
aided	devised	informed	organized	revamped
analyzed	diagnosed	initiated	originated	reversed
anticipated	directed	inspected		revised
applied	discovered	inspired	P	revitalized
appointed		installed	packaged	
approved	E	instituted	perfected	S
arbitrated	earned	instructed	performed	saved
arranged	edited	integrated	persuaded	scheduled
assembled	effected	interpreted	pioneered	secured
assigned	eliminated	interviewed	planned	served
assisted	engineered	introduced	prepared	simplified
audited	enhanced	invented	presented	sold
	enlarged	investigated	presided	solved
B	ensured		preserved	standardized
budgeted	established	J	prevented	stimulated
built	estimated	joined	procured	streamlined
	evaluated		produced	strengthened
C	exceeded	L	programmed	summarized
calculated	executed	launched	projected	supervised
certified	expanded	led	promoted	supported
changed	expedited	located	protected	surveyed
coached			provided	
combined	F	M	published	T
communicated	forecast	managed	purchased	taught
compiled	founded	manufactured		trained
conceived		marketed	R	translated
conducted	G	maximized	received	
consolidated	Generated	mediated	recommended	U
constructed	Guided	merged	recognized	upgraded
consulted		minimized	recovered	
controlled	H	modernized	recruited	V
convinced	headed	monitored	reduced	verified
corrected	hired	motivated	remedied	
counselled			re-negotiated	W
created				wrote

QUALIFIERS USED TO POWERFULLY AND ACCURATELY DESCRIBE YOUR SKILLS

Accurate in	Conscientious	Instrumental in
Capable	At ease in	Integral role in
Certified	Knowledgeable in	Solid background in
Conceptually	Keenly	Tenaciously
Consistent record of	Consistently recognized for	Strategically
Dedicated to	Creative in	Highly qualified in
Demonstrated ability in	Competent in	Practised in
Diligent in	Diplomatic with	Determined approach to
Discreet	Resilient	Logical approach to
Efficient	Able to	Adaptive in
Enthusiastically	Open-minded	Tactfully
Excellent at	Resourceful	Well versed in
Extensive experience in	Initiated...	Accomplished in
Involved in	Strong----skills	Aggressively
Productive	Comprehensive knowledge of	Persuasive in
Proficient in	Confident in	Proven performer in
Reliable in	Committed to	Adept at
Resourcefully	Motivated to	Cooperatively
Successful	Familiar with	Ability to consistently seek "win-win" situations
Trusted	Responsive to	Effective, or highly effective

A WORD ABOUT REFERENCES

Carefully choose people who can attest to your skills and abilities as they relate most closely to the type of work for which you are applying. References may change if you change the focus of your job search!

APPROPRIATE REFERENCES:

- Former supervisors/managers
- Supervisors of another unit/section who were familiar with your work
- Customer/supplier of service
- Former teachers, professors, adult education instructors
- Persons with whom you have worked in a volunteer capacity (service organization, PTA, community groups)

INAPPROPRIATE REFERENCES:

- Ministers, doctors, friends, political fellows
- Relatives (unless you worked directly for them), people with same address

PREPARING YOUR REFERENCE SHEET

1. List at least five persons who are aware of you as a worker. Choose from that list the three who are most articulate and who would be expansive in their comments about your talents!

2. After you have chosen your three references, you must contact them to determine:
 - a) If they are willing to have their names on your reference list
 - b) Present occupation/title, current business address and phone number(s) where they can be easily contacted, preferably during business hours
 - c) Remind them of the dates you worked for/with them and what job you did while there
 - d) What are they going to say about you, if phoned?
 - e) As a courtesy, offer to send to your references a copy of your resumé and some job cards.

3. Once information is gained and permission given, prepare a reference sheet like the example on the next page.

As a general rule, a reference sheet is not part of your resumé. Instead, the statement “References available on request” appears on your resumé. If called for an interview, or specifically requested, you send or bring along your reference sheet.