

Tara Cole
90-34 Brownstone Circle
Edmonton, AB T6E 5B7
631-843-8385
TLC@Healthmatters.net

Include your address at the top, including a contact number, and possibly your email address.

May 17, 2020

Leave one line, then write the current date.

Christine Smyth
Manager
Island Health Care System
Human Resources Department
555 Suffolk Avenue
Barrhead, AB T7N 1A3

Leave another line, then include the contact information for the person in charge of hiring/owner of the company. Ensure you have full information about who you are addressing it to.

If there is a job posting/reference #, be sure to include it.

Re: Job Posting HCMTG7

If you know who you're addressing it to, use that name. If not, address it: To Whom It May Concern or Dear Hiring Manager.

Dear Mrs. Smyth:

In response to your open position announcement in the October 21, 2020 edition of *Newsday* for a health care attendant, I have enclosed my résumé for your review and consideration. Ideally, this position will allow me to further my understanding of the health care system while allowing me to contribute to the improvement of day-to-day facility operations, while caring for patients.

Your first paragraph should explain how you found out about the job, and your desire for it.

I have taken the Health Care Aide program through Norquest College. During this time, I had the opportunity to work closely with other health care professionals to ensure quality resident care, regulatory compliance, and workflow efficiencies. I am familiar with a variety of tasks required of health care attendants, and enjoy working closely with seniors. My prior experience includes positions as a Certified Lifeguard and cashier. In these capacities, I proved myself as a caring and responsible person who can be depended upon to manage multiple activities while ensuring the wellbeing of others. I am confident I would be an asset to your health care management team.

Your second paragraph relates your experience to what the job ad is asking for/how you fit the company's needs. Use specifics. This paragraph makes them want to read your résumé.

I would welcome the opportunity to interview for a suitable position, as I am eager to join a progressive health care facility such as yours. I can be reached at 631-843-8385 after 3 p.m. or anytime at TLC@Healthmatters.net. Thank you for your review and consideration. I look forward to hearing from you soon.

The last paragraph restates your interest in the job and how/when you can be reached. You may also state when you will call to check back in about the job.

Sincerely,

Tara Cole

Sign off on your letter, leave 5 spaces to sign your name (signature), type your name out.
Enc. = Enclosure/Your résumé.

Tara Cole

Enc.

324 Wilder Drive SE
Calgary AB T2J 1Z2

September 14, 2019

Ms. Hanna Brodyk
Human Resources
Calgary Public Library
Calgary AB T1K 7G4

Dear Ms. Brodyk:

The next time the library has an opening for a student page, I hope you'll consider me for the position.

I volunteer at my school library every Tuesday and Friday. This experience means I can learn the job quickly and work efficiently right from the start. My strong academic record, volunteer work and dedication as a musician show that I'm responsible and motivated. You'll be able to count on me to arrive on time and do the work with care. I get along well with people of all ages and backgrounds at school, on sports teams and as a coach. I know I'll enjoy working with library customers and staff. As a hockey and soccer player, I'm also in great shape for lifting and shelving books!

My resumé and the completed application form from your website are enclosed. I'll call you next week to find out when it would be convenient to discuss my qualifications.

Sincerely,

Sébastien LeBlanc

Sébastien LeBlanc

Enclosure

Cover Letter Example:
From a high school student with no
paid work experience, for an
unadvertised position.

Source: <https://alis.alberta.ca/>

Chronological Resumé

High school graduate
who has paid work
experience (Alis
website)

Taya Okita

taya.okita@em
ail.address403-
000-0000

Employment

Assistant manager (part time), Dynamic Electronics, Calgary 20XX–20XX

- Supervised and trained part-time employees
- Handled customer complaints
- Interviewed applicants
- Planned monthly staff meetings
- Prepared sales reports

Sales associate (part time), Dynamic Electronics, Calgary 20XX–20XX

- Provided product information to customers
- Processed sales, exchanges, and returns
- Set up merchandise displays

Stock clerk (part time), Food World, Calgary 20XX–20XX

- Unpacked product and stocked shelves, racks, and display areas
- Helped customers find products
- Provided carry-out service
- Swept aisles and dusted display racks

Education

ABC High School graduate, Calgary 20XX

Languages

English and conversational Japanese

Awards and Recognition

- Graduated high school with honours
- Received sales associate of the month award twice
- Promoted to assistant manager within one year

EMMA WATSON

YOUR PROFESSIONAL TITLE

CONTACT



123-456-7890



youremail@gmail.com



City, State



Linkedin.com/username

EDUCATION

YOUR DEGREE NAME / MAJOR

Education

University Name

2012–2014

YOUR DEGREE NAME / MAJOR

Education

University Name

2010–2011

SKILLS

- Relevant Skill
- Relevant Skill
- Relevant Skill
- Relevant Skill
- Relevant Skill
- Relevant Skill
- Relevant Skill
- Relevant Skill
- Relevant Skill
- Relevant Skill
- Relevant Skill
- Relevant Skill
- Relevant Skill

PROFILE

Write a powerful performance summary here. Highlight your most valuable skills, qualifications, achievements, credentials, and other distinguishing information as it relates to and supports your current objective. Integrate keywords and qualifications aligned with the company's specific needs.

Show why you are uniquely qualified, focusing on skills or qualifications, industry expertise, companies worked for, degrees, certifications, awards, and/or other professional credentials.

PROFESSIONAL EXPERIENCE

WRITE YOUR JOB TITLE HERE

Company Name | City, State | Beginning Date-End Date

In 2 lines, summarize your main responsibilities using past tense and provide information about the organization.

- Beginning with a powerful action verb, write up to six responsibilities and/or accomplishments in the past tense.
- Highlight your most relevant qualifications for the job by listing them first.
- Avoid irrelevant experiences.
- Keep descriptions short but add details that show why you're a great candidate.
- Show your accomplishments by using numbers and percentages.

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Company Name | City, State | Beginning Date-End Date

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CHRIS FINCH

Journeyman Electrician

PROFILE

Certified Journeyman Electrician with five years of commercial and residential experience. Adept in performing electrical installations, maintenance and repairs in homes and plant facilities; knowledgeable in all areas of the national electrical code; and excel in analyzing and solving problems with various electrical controls and systems.

KEY SKILLS

- *Electrical Systems & Controls*
- *Installations & Maintenance*
- *Electromechanical Repairs*
- *Blueprints & Schematics*
- *Generators & Transformers*
- *Switches & Circuit Breakers*
- *Electrical Code*
- *Safety & Q.A*
- *Wiring Diagrams*
- *Troubleshooting*
- *Testing Instruments*
- *Motors & Conduit*

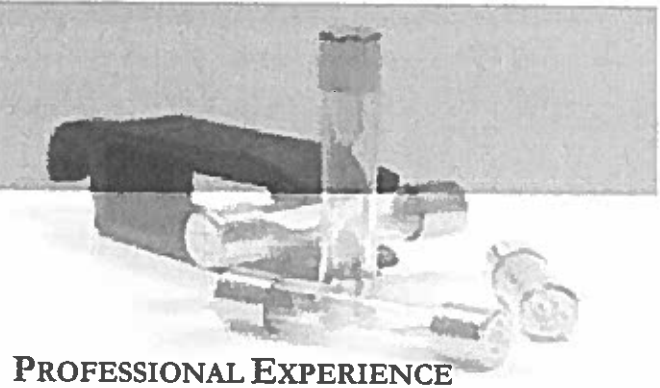
PROFESSIONAL EXPERIENCE

BBB CONSULTING, INC. — Sometown, CA

Journeyman Electrician, 2009 to Present

Retained by national consulting group to serve as a certified electrician on economic stimulus-related “green” projects. Install new or upgrade existing systems and equipment at major manufacturing plants to achieve energy conservation goals. **Key Results:**

- Installed, maintained, repaired and tested equipment for the generation and utilization of electric energy for diverse-industry clients.
- Implemented energy-efficient solutions that saved clients hundreds of thousands of dollars annually.
- Performed general electromechanical repairs on client systems and equipment, ensuring adherence to code requirements.
- Developed expertise in communication systems cabling, circuitry and wiring through various projects for public utility companies.
- Cultivated excellent relationships with clients, resulting in a strong base of referral business.



PROFESSIONAL EXPERIENCE

(CONTINUED)

XYZ CONSTRUCTION — Sometown, CA

HOMEBUILDER GROUP — Sometown, CA

Journeyman Electrician, 2004 to 2008

Apprentice Electrician, 2004

Performed electrical-related wiring and installation for commercial and residential construction projects, including new construction, retrofits, remodels and plant expansions. **Key Results:**

Served as journeyman electrician or apprentice on more than 100 new home construction projects as well as dozens of major commercial projects.

Earned a reputation for expertise in complex troubleshooting and problem resolution.

Gained extensive experience in analyzing and following manuals, schematic diagrams, blueprints and other specifications.

Mastered the use of measuring/testing instruments such as ammeters, ohmmeters, voltmeters and testing lamps.

Consistently commended for team-player mind-set, “doing it right the first time” and working with minimal supervision under tight deadlines.

EDUCATION & CREDENTIALS

Electrical Journeyman’s License,

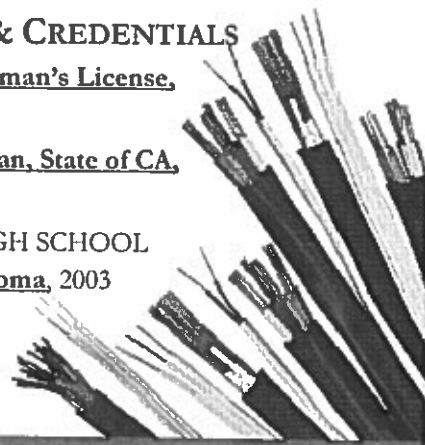
2004

Certified Electrician, State of CA,

2004

SOMETOWN HIGH SCHOOL

High School Diploma, 2003



ABLE TO WORK ANY SHIFT

5905 Oak Glen • Sometown, CA 90307 • 555-555-5555 • someone@somedomain.com



YN

YOUR NAME

**PROFESSION OR INDUSTRY | LINK TO OTHER ONLINE PROPERTIES:
PORTFOLIO/WEBSITE/BLOG**

OBJECTIVE

To get started, click placeholder text and start typing. Be brief: one or two sentences.

SKILLS

Explain what you're especially good at. What sets you apart? Use your own language—not jargon.

EXPERIENCE

JOB TITLE • COMPANY • DATES FROM - TO

Summarize your key responsibilities, leadership, and most stellar accomplishments. Don't list everything; keep it relevant and include data that shows the impact you made.

JOB TITLE • COMPANY • DATES FROM - TO

Think about the size of the team you led, the number of projects you balanced, or the number of articles you wrote.

EDUCATION

DEGREE • DATE EARNED • SCHOOL

You might want to include your GPA and a summary of relevant coursework, awards, and honors.

DEGREE • DATE EARNED • SCHOOL

On the Home tab of the ribbon, check out Styles to apply the formatting you need with just a click.

VOLUNTEER EXPERIENCE OR LEADERSHIP

Did you manage a team for your club, lead a project for your favorite charity, or edit your school newspaper? Go ahead and describe experiences that illustrate your leadership abilities.



EMAIL



TWITTER HANDLE



TELEPHONE



LINKEDIN URL

Mike Forth

156 Pine Place, Banff, Alberta T1L 1A1

mnforth@email.address

Home: (403) 000-0000 Cell: (403) 999-9999

Position Desired

Truck driver—long or short haul

Summary

- More than 10 years of trucking experience on a variety of rigs, including oilfield and transmountain long haul
- Safe, incident-free driving history
- Excellent on-time delivery record

Safe Driving

- Valid Class 3 licence with no demerits or accidents
- Named "Safe Driver of the Month" on three occasions

Maintenance/Troubleshooting

- Extensive training and experience in maintenance and troubleshooting for mechanical, electrical and air brake systems on a wide range of haulage vehicles
- Adherence to a regular maintenance schedule (in 10 years had only one breakdown where towing was required)

Record-keeping

- Strong attention to detail
- Familiar with several record-keeping systems
- Led record-keeping orientation for new hires

Experience

- Over five years driving for One Two Three Interline, Calgary
- Five years driving for NorthStar Oilfield Hauling, Nisku
- Two years as mechanic's assistant, Big-Rig Service, Leduc

Education

- Completed Class 3 driver training with Transit Academy, Edmonton, including PDIC, WHMIS and fuel CPPI courses
- High school diploma, Central High, Leduc

Other

- Hardworking, highly motivated
- Excellent health

Miss High School

Profile:

A self-motivated, determined and disciplined individual who works hard to achieve personal and educational goals and is now ready to transfer skills learned through school, life and casual work experiences while attending school, into an entry-level employment opportunity. Personal attributes include:

- Dependable, Efficient
- Personable, Optimistic
- Articulate, Good Listener
- Insightful, Creative
- Punctual, Able to set priorities
- Team player, Cooperative
- Organized, Focused
- Mature, Reliable

Employable Skills:

Childcare (Ages 2 – 11) Supervision, food preparation, creating crafts and games, reading stories, solving conflicts, putting children to bed

Computer – Familiar with Microsoft and Mac Operating systems. Proficient in Word, Power Point, Excel, Internet, Email

Cleaning – Housekeeping, dishwashing, dusting, vacuuming

Music – Able to coach beginner level Flute, music theory, performance and composition

Office – Filing, organizing, answering telephones, letter composition, keyboarding/typing

Languages – Accomplished studies in French and Japanese

Communication – Strong oral and written skills

Entertainer – Performance in Flute

Work Experience:

Summer Staff, The Outreach School, Barrhead, AB

Summer 2020

- Assisted upgrading students with studies and homework assignments
- Processed student registrations
- Handled walk-in and telephone inquiries from parents and students
- Photocopied handouts, assignments and work booklets
- Supervised computer lab usage

Education:

- Currently enrolled in Grade 11 at Barrhead Composite High School, Barrhead, AB

Awards & Certificates:

- Awarded Scholarship to attend 'Music Camp' Alberta (2019)
- Past Honours for Academic Achievement in Junior High studies
- High Achievement Award in Band for Flute
- Performer in Flute, Choral and Band in the Barrhead Rotary Music Festival (2018-2020)

References:

- Rebecca Carr, Teacher, Barrhead, AB, 780-674-8522
- Ron Smyth, Philanthropist, Edmonton, AB, 780-555-1234
- Bob Barker, Game Show Host, Los Angeles, CA, 555-555-5555

Transferable Skills Checklist

Over the years, you have developed many skills from coursework, co-curricular activities, and your total life experiences. If you have researched topics and written reports or edited and presented papers for classes, you have used skills that are not limited to just one discipline but are transferable to many different occupations or disciplines. A prospective employer expects you to be able to apply the skills you have learned in college to the work environment. Use the following checklist to help you pinpoint some of your transferable skills.

Communication Skills

- | | |
|---|--|
| <input type="checkbox"/> speaking effectively | <input type="checkbox"/> providing appropriate feedback |
| <input type="checkbox"/> writing clearly and concisely | <input type="checkbox"/> negotiating |
| <input type="checkbox"/> listening attentively and objectively | <input type="checkbox"/> perceiving nonverbal messages |
| <input type="checkbox"/> expressing ideas | <input type="checkbox"/> persuading |
| <input type="checkbox"/> facilitating group discussion | <input type="checkbox"/> reporting information |
| <input type="checkbox"/> interviewing | <input type="checkbox"/> describing feelings |
| <input type="checkbox"/> editing | <input type="checkbox"/> public speaking |
| <input type="checkbox"/> responding appropriately to +/- feedback | <input type="checkbox"/> using various styles of written communication |
| <input type="checkbox"/> using various media to present ideas imaginatively | <input type="checkbox"/> conveying a positive self image to others |

Research/Planning/Investigation

- | | |
|---|---|
| <input type="checkbox"/> forecasting/predicting | <input type="checkbox"/> analyzing |
| <input type="checkbox"/> creating ideas | <input type="checkbox"/> developing evaluation strategies |
| <input type="checkbox"/> identifying problems | <input type="checkbox"/> testing validity of data |
| <input type="checkbox"/> imagining alternatives | <input type="checkbox"/> designing an experiment or model |
| <input type="checkbox"/> identifying resources | <input type="checkbox"/> formulating questions |
| <input type="checkbox"/> gathering information | <input type="checkbox"/> making conclusions |
| <input type="checkbox"/> solving problems | <input type="checkbox"/> conceptualizing |
| <input type="checkbox"/> setting goals | <input type="checkbox"/> observing and discovering |
| <input type="checkbox"/> extracting important information | <input type="checkbox"/> defining needs |

Human Relations/Interpersonal

- | | |
|---|--|
| <input type="checkbox"/> developing rapport | <input type="checkbox"/> being patient |
| <input type="checkbox"/> being sensitive | <input type="checkbox"/> interacting effectively with peers, superiors, and subordinates |
| <input type="checkbox"/> listening | <input type="checkbox"/> persuading others |
| <input type="checkbox"/> conveying feelings | <input type="checkbox"/> being willing to take risks |
| <input type="checkbox"/> providing support for others | <input type="checkbox"/> teaching/instructing others |
| <input type="checkbox"/> motivating | <input type="checkbox"/> demonstrating effective social behavior |
| <input type="checkbox"/> sharing credit | <input type="checkbox"/> perceiving feelings and situations |
| <input type="checkbox"/> helping others | <input type="checkbox"/> delegating with respect |
| <input type="checkbox"/> counseling | <input type="checkbox"/> working with diversity or multi-cultural issues |
| <input type="checkbox"/> cooperating | <input type="checkbox"/> keeping a group "on track" |

Work Survival

- | | |
|---|--|
| <input type="checkbox"/> implementing decisions | <input type="checkbox"/> meeting goals |
| <input type="checkbox"/> cooperation | <input type="checkbox"/> enlisting help |
| <input type="checkbox"/> enforcing policies | <input type="checkbox"/> accepting responsibility |
| <input type="checkbox"/> being punctual | <input type="checkbox"/> setting and meeting deadlines |
| <input type="checkbox"/> managing time and stress | <input type="checkbox"/> organizing |
| <input type="checkbox"/> attending to detail | <input type="checkbox"/> making decisions |
| <input type="checkbox"/> working effectively under pressure | <input type="checkbox"/> seeking opportunities for professional development |
| <input type="checkbox"/> taking initiative in job-related duties | <input type="checkbox"/> evaluating personal and professional strengths and weakness |
| <input type="checkbox"/> discerning appropriate behaviors for the workplace | |

Organization/Management/Leadership/Decision Making

- | | |
|---|--|
| <input type="checkbox"/> initiating new ideas and tasks | <input type="checkbox"/> managing groups |
| <input type="checkbox"/> handling details | <input type="checkbox"/> delegating responsibility |
| <input type="checkbox"/> coordinating tasks | <input type="checkbox"/> teaching/instructing |
| <input type="checkbox"/> coaching/mentoring | <input type="checkbox"/> promoting change |
| <input type="checkbox"/> counseling | <input type="checkbox"/> selling ideas or products |
| <input type="checkbox"/> managing conflict | <input type="checkbox"/> making decisions with others |
| <input type="checkbox"/> motivating and leading people | <input type="checkbox"/> analyzing tasks |
| <input type="checkbox"/> organizing people/tasks to achieve a specific goal | <input type="checkbox"/> identifying people who can contribute to solutions of problems or tasks |
| <input type="checkbox"/> following up with others to evaluate progress | <input type="checkbox"/> facilitating brainstorming activities |
| <input type="checkbox"/> conducting meetings | <input type="checkbox"/> developing goals for an organization |
| <input type="checkbox"/> giving praise and credit to others for a job well done | <input type="checkbox"/> prioritizing tasks |
| <input type="checkbox"/> solving problems/mediating | <input type="checkbox"/> encouraging and inspiring |
| <input type="checkbox"/> taking risks | <input type="checkbox"/> negotiating agreements |
| <input type="checkbox"/> implementing sound decisions | <input type="checkbox"/> taking responsibility for decisions |

Financial Management

- | | |
|--|--|
| <input type="checkbox"/> developing a budget accurately estimating expenses and income | <input type="checkbox"/> ensuring timeliness of payments |
| <input type="checkbox"/> keeping accurate and complete financial records | <input type="checkbox"/> fundraising |
| <input type="checkbox"/> accounting | <input type="checkbox"/> calculating |
| <input type="checkbox"/> assessing | <input type="checkbox"/> projecting/forecasting |
| <input type="checkbox"/> investing | |

Critical Thinking/Problem Solving

- | | |
|--|--|
| <input type="checkbox"/> anticipating problems before they occur | <input type="checkbox"/> involving group members to evaluate solutions |
| <input type="checkbox"/> defining problems and indentifying possible causes | <input type="checkbox"/> developing plans to implement solutions |
| <input type="checkbox"/> indentifying possible solutions and selecting the most appropriate ones | <input type="checkbox"/> multi-tasking |
| <input type="checkbox"/> creating innovative solutions to complex problems | <input type="checkbox"/> identifying a general principle that explains interrelated experience |

PUTTING YOUR TRANSFERABLE SKILLS TO WORK

List five skills that you consider your best transferable skills. Write an example of where or how you used each skill and rank the skills with number 1 being the most important.

- | | <u>Skill</u> | <u>Example</u> | <u>Ranking</u> |
|----|--------------|----------------|----------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |