

Applying and Interviewing on Alberta Government Jobs: Tips and Resources



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It's important to recognize the significance of the information you provide when applying for a job opportunity, as you're often competing against a strong pool of talent.

Introduction

You hear a lot these days about “employer brands,” a set of attributes that makes an organization distinctive, promises a particular kind of experience, and appeals to those people who will thrive and perform best in its culture.

Think about your own personal brand when it comes to applying and competing for jobs – what do you offer, and what makes you stand out from other applicants?

It's important to recognize the significance of the information you provide when applying for a job opportunity, as you're often competing against a strong pool of talent.

This publication provides information, tips, examples and resources to help you prepare concise and relevant information when applying for a job with the Alberta Government. Much of the information and resources in this document can also be used to prepare for an interview. It's organized around two areas of action:

Doing Your Homework: It's important to understand as much as possible about our organization and the job, to help you determine if it's a good match (compatibility) and to showcase your qualifications (competencies). It's also helpful to understand the different steps in our hiring process so you know what to expect and how to prepare.

Marketing Yourself: Your cover letter, resume, and any other information you submit is your opportunity to clearly show how your qualifications make you a strong candidate for the job. All applications are carefully evaluated against the qualifications outlined in the job posting, and only those who most closely match the job requirements are invited for further assessment.

Using this information does not guarantee an interview; it is simply suggestions to help you market yourself more effectively.

Doing Your Homework

Our Organization

Do you possess and demonstrate the values and competencies described below?

Vision and Values

The work we do is deeply rooted in our vision: *Proudly working together to build a stronger province for current and future generations.*

We achieve this vision through our *values*:

Respect – We foster an environment in which each individual is valued and heard.

Accountability – We are responsible for our actions and for contributing to the effectiveness of the public service.

Integrity – We behave ethically and are open, honest and fair.

Excellence – We use innovation and continuous improvement to achieve excellence.

Competencies

Our business and environment are rapidly changing and increasingly complex. To help ensure success, competencies are the foundation for all Alberta Government talent management practices. They support decisions to:

- Hire the best people.
- Provide meaningful feedback to improve performance.
- Focus training to have the biggest impact and provide guidance in creating career and learning plans.
- Prepare people to take on different roles and grow their career.

It's important to understand as much as possible about our organization and the job, to help you determine compatibility and to showcase your qualifications.

It's also helpful to understand the different steps in our hiring process so that you know what to expect and how to prepare.

Competencies are the foundation for all Alberta Government talent management practices.

Technical and behavioural competencies are the knowledge, skills, abilities, or other relevant attributes predictive of successful job and organizational performance.

What are competencies?

- Technical and behavioural competencies are the knowledge, skills, abilities, or other relevant attributes predictive of successful job and organizational performance.
- The Alberta Government has a Competency Model that describes behavioural competencies as: underlying characteristics that enable people to deliver superior performance in a given role or situation; a means of looking at what someone does and how they do it.
- The Competency Model identifies seven behavioural competencies:
 - Thinking competencies related to *systems thinking* and *creative problem solving*.
 - Achievement competencies related to *agility* and *drive for results*.
 - Relationships competencies related to *developing networks, building collaborative environments, and developing self and others*.
- Hiring for performance also requires technical competencies: *the technical knowledge, skills and abilities* required in a role. Technical competencies can also be described as behaviours in relation to how knowledge and skills are applied – how an individual uses what they know to achieve outcomes in their work.
- An ideal candidate possesses and demonstrates the technical and behavioural competencies needed for the job and the organization.

Learn more about the Competency Model:

- Review the Competency Model at:
https://www.alberta.ca/system/files/custom_downloaded_images/psc-alberta-public-service-competency-model.pdf
- Complete the Competency Self-Assessment Questionnaire. Even if you're not currently employed with us, it's a good resource to help you better understand the Competency Model and help you identify examples of where you've demonstrated a competency in your past employment or experience.
<https://www.alberta.ca/assets/documents/psc-alberta-public-service-competencies-self-assessment-questionnaire.pdf>

Understanding the Hiring Process

The hiring process involves six main steps to attract, assess and hire employees. This process is also referred to as the competition process.

1. Jobs are advertised. Each job posting describes the role and identifies the qualifications needed for successful performance, including education, knowledge, abilities, experience and other relevant attributes (competencies).
2. Candidates apply. Applications are accepted until the closing date indicated in the job posting (11:59 pm unless stated differently in the job posting). Application information can include a cover letter, resume, and/or other requested information such as answering online questions.
3. Applications are reviewed to identify those candidates whose qualifications most closely match the job requirements.
4. These candidates are invited to participate further in the selection process, which typically includes an interview and may also involve additional assessment methods such as tests or presentations.
5. After the interview/assessment process, pre-employment checks, such as reference checks, are conducted on individuals identified as a potential candidate for the available position and the most suitable candidate is selected.
6. After the selection decision has been made, interviewed candidates are contacted either to offer them the job or to let them know they weren't successful on the competition.

Competitions may also be used to fill future vacancies. If you want to be considered for a certain type of work, consider applying on all related competitions so that you can be assessed and potentially identified as a qualified candidate that may be considered for future vacancies across the Alberta Government.

Feedback for Candidates

You can track the status of your applications through your Candidate Profile.

Feedback on your application and/or your performance at the interview/assessment process can be very valuable information that helps you prepare for future competitions you may be applying on.

Contact Talent Acquisition Services at psc.tamservices@gov.ab.ca and ask to speak to the Talent Acquisition Consultant handling the competition.

There are approximately 20 different ministries in the Alberta Government.

Talent Acquisition Services in the Public Service Commission conducts hiring processes to meet ministry workforce needs.





Carefully read through the job posting to get a good understanding of what the job is about and the qualifications needed. It's important to recognize the needs of the organization so that you can tailor your application information to match those needs.

Understanding the Job and the Job Posting

Job postings provide information about the job, work environment, and the qualifications needed for successful performance. When we talk about qualifications, we're looking for demonstrated evidence of the required education, knowledge, abilities, experience and other relevant attributes (competencies).

Carefully read through the job posting to get a good understanding of what the job is about and the qualifications needed. It's important to recognize the needs of the organization so that you can tailor your application information to match those needs.

It can also be helpful to research the job and organization in more detail:

- There may be a link in the job posting to a position profile. If not, you can contact Talent Acquisition Services at psc.tamservices@gov.ab.ca and ask if a job description/position profile is available.
- The Alberta Government site provides a wealth of information about the business priorities and the programs and services of each ministry: <https://alberta.ca/>

Appendix A provides a sample job posting and resume excerpts, to help you analyze and understand how qualifications are identified in the job posting and the type of information we're looking for when reviewing applications.

Marketing Yourself

It's very important to tailor your information to each job you're applying and/or interviewing for - clearly demonstrating your relevant qualifications. Your application can include several sources of information, including a cover letter, resume, online screening questions, and other information that may be requested.

Before You Apply

Before you decide to apply for a job, ask yourself some key questions:

Can you do the job?

- Do you meet the qualifications outlined in the job posting?
- What relevant education, training, knowledge, abilities, experience and other relevant attributes (competencies) do you have that substantiates how you meet the qualifications?
- Can you think of some examples from your past employment or other experiences where you've demonstrated the required competencies?

Are you really interested in the job?

- Are you interested in the work and business of the ministry you are applying to?
- Does the job fit with personal goals you've set for yourself?
- Does it look like the work environment will fit with your personal situation and values?

Describing Your Qualifications

Your personal brand is all about who you are and what you have to offer. Describing your qualifications/competencies effectively, both in your application information and during the interview, is a vital step in marketing yourself.

One way to think about demonstrated qualifications/competencies is accomplishments – specific examples of activities that you did well and had a positive impact on your organization, employer, colleagues, team or customers.

Accomplishment statements that outline your results, achievements and successes are an important component of your application – showing not only what you've done (job duties), but also how well you've done it.

Your cover letter, resume, and any other information you submit is your opportunity to clearly illustrate how your competencies make you a strong candidate for the job.

Remember to think about your personal brand when you're applying and competing for jobs – what do you offer, and how can you differentiate yourself from competitors?

One way to think about demonstrated qualifications/competencies is accomplishments – specific examples of activities that you did well and had a positive impact on your organization, employer, colleagues, team or customers.



Ask yourself some questions as you review and tailor your information:

- **What makes me an ideal match for the job and the organization?** How have I demonstrated the required qualifications (related education, knowledge, abilities, experience and other relevant attributes (competencies))?
- **What makes me stand out?** What do I do better than my co-workers? What did I do that was above and beyond my normal job duties? Was I ever recognized for a job well done? What new processes did I implement to improve things? What problems did I solve? Did I exceed goals? What am I most proud of?
- **What were the benefits to the organization?** Where applicable, incorporate quantifiable or measurable terms.

STAR storytelling is one technique for describing accomplishments – helping you clearly articulate how you’ve demonstrated the required qualifications/competencies:

- Situation:** Describe the situation or problem you faced.
- Task:** Explain what you needed to do, why you needed to do it and the challenges involved.
- Action:** Describe the actions you took to address the situation.
- Results:** Explain what happened as a result of your efforts.

Accomplishment statements used in your application information should be a summary of the STAR description, condensed to three lines or less. Ensure that your accomplishments are specific to the job you are applying to, relevant and factual. You should use the STAR technique to prepare clear and concise responses for behavioural interview questions as well.

Appendix C provides several exercises from the Alberta Government “Advanced Techniques for Work Search” publication. You may find completing one or more of the exercises helpful in identifying and describing your qualifications/competencies. Think of it as a master document you can pick and choose from to tailor your application information to a specific job posting.

- Exercise 1: Work Specific Skills Inventory
- Exercise 2: Employability Skills Inventory
- Exercise 3: Describing Your Skills
- Exercise 4: Identifying Your Accomplishments
- Exercise 5: Analyzing Your Accomplishments – STARS
- Exercise 6: Summarizing Your Accomplishments

Preparing Your Cover Letter

Your cover letter is an important marketing tool – a first impression of your personal brand! You want to show that you're:

- qualified for the job – it's an ideal opportunity to showcase how you've demonstrated one or two of the competencies from the job posting
- excited about the prospect of working for the Alberta Government
- outstanding among the other candidates

Below are some tips for preparing your cover letter:

- Identify the competition you're applying on (including the Job ID #).
- Include contact information (telephone number(s), email and mail address) and where you can be reached during business hours.
- Opening Paragraph: State your purpose for writing. Tell how you learned about the job and/or why you're applying. What is it about the job or organization that interests you?
- Middle Paragraph: Tailor your cover letter to the job posting, emphasizing specific qualifications/competencies you have to offer that are relevant to the job. The cover letter supports the information in your resume. Rather than repeating word-for-word what's in your resume, summarize the relevant information to showcase how you meet the required qualifications.
- Include specific information in your cover letter that may have been requested in the job posting. Below are two examples of requests you may see:

Please submit your resume along with a short cover letter that includes one specific example describing how you have demonstrated competency in either creative problem solving, systems thinking, or drive for results.

Please use your cover letter to tell us about one key accomplishment in your current or previous role that you are most proud of.

- Closing Paragraph: If you feel it would be to your advantage, you can include information not covered in the resume such as availability for an interview, gaps in employment history, looking for a career change, etc. Describe what you expect will happen or what you plan to do next – e.g. *I look forward to meeting you to discuss what I can offer your organization.*

Your cover letter is a first impression of your personal brand.

Keep it short, simple and specific – a guideline for length is one page with three to four paragraphs.



A well-written resume can make a strong first impression and make you stand out in the crowd.

The most effective style of resume for the Alberta Government is a modified “chronological” format. This format allows you to demonstrate that you meet the minimum education and experience requirements, and also allows you to describe how you’ve demonstrated the knowledge, abilities and other relevant attributes (competencies) identified in the job posting.

Preparing Your Resume

Your resume provides an overview of your qualifications – including your education, knowledge, abilities, experience and other relevant attributes (competencies). It also showcases your ability to communicate clearly, concisely and accurately.

Review the job posting and consider the following:

- What are the key components of the job? What qualifications are required (education; knowledge, abilities, years of related experience, other relevant attributes (competencies))?
Note: There may be a statement in the Qualifications section of the job posting indicating that “equivalencies will be considered.” This means that related experience and/or education would be considered as alternate equal qualifications. For example, two years of directly related experience can be considered equivalent to a two-year diploma in a related field.
- What relevant education, training and experience do you have?
- How have you demonstrated the required competencies? How can you back them up with specific accomplishments or experiences?
Note: The information developed through the exercises in **Appendix C** to identify and describe skills and accomplishments, can serve as a great starting point. Past performance reviews can also be helpful to remember achievements and results.

The most effective style of resume for the Alberta Government is a modified “**chronological**” format. This format allows you to demonstrate that you meet the minimum education and experience requirements, and also allows you to describe how you’ve demonstrated the knowledge, abilities and other relevant attributes (competencies) identified in the job posting.

This format would include the following information:

- Current name and contact information where you can be reached during business hours (address, email address, and telephone number(s)).
- Employment history – for each role you’ve held:
 - working title
 - name of employer (most recent employer first)
 - employment dates (including the month and the year you started and left each position)
 - what you did and how you did it (key duties and demonstrated qualifications/competencies); consider the use of headers, bullets or highlights (bold lettering) to emphasize how you meet the qualifications

- Education and professional development/training
- Extracurricular activities (volunteer work, memberships, hobbies) if they demonstrate competencies that you have not used in the workplace but are relevant to the job

Appendix A provides a sample job posting and resume excerpts to help you analyze and understand how qualifications are identified in the job posting and the type of information we're looking for when reviewing applications.

Appendix B provides a list of action verbs from the Alberta Government "Advanced Techniques for Work Search" publication, to add a punch to the description of your accomplishments.

Be honest, accurate, and concise. A guideline for the length of a resume is two-to-three pages; it's recommended that you not exceed five pages.

Other Helpful Resources

The Alberta Learning Information Service (ALIS) website provides many resources for job seekers including tip sheets, comprehensive publications, and an e-resume review service. Below are some highlighted resources:

- Look for Work Home Page:
<https://alis.alberta.ca/look-for-work/>
- Advanced Techniques for Work Search Publication:
<http://alis.alberta.ca/pdf/cshop/AdvancedTechniques.pdf>
- Additional Resources for Specific Audiences:
<https://alis.alberta.ca/look-for-work/additional-resources-for-specific-audiences/>
- Tools and Resources:
<https://alis.alberta.ca/tools-and-resources/>

Many employment and career sites provide job search advice, including information on cover letters and resumes. For example:

- Workopolis
www.workopolis.com
- Monster
www.monster.ca
- Career Builder
www.careerbuilder.ca



Appendices

Appendix A

Analyze Samples: Job Posting and
Resumes
6 Pages

Appendix B

Action Verbs for your Resume
2 Pages

Appendix C

Exercise 1: Work Specific Skills Inventory
Exercise 2: Employability Skills Inventory
Exercise 3: Describing Your Skills
Exercise 4: Identifying Your Accomplishments
Exercise 5: Analyzing Your Accomplishments –
STARS Exercise 6: Summarizing Your
Accomplishments
17 Pages

Analyze Samples: Job Posting and Resumes

Overview

- Alberta Government job postings provide information about the job, work environment, and the qualifications needed for successful performance (education, knowledge, abilities, experience and other relevant attributes (competencies)).
- Technical and behavioural competencies are the knowledge, skills, abilities, or other relevant attributes predictive of successful job and organizational performance.
- Your resume provides an overview of your qualifications. It also showcases your ability to communicate clearly, concisely and accurately.
- The following sample job posting and resume excerpts demonstrate how qualifications are identified in the job posting and the type of information we're looking for when reviewing applications.
- This can be helpful in determining whether or not the job opportunity is something you are interested in and feel qualified for, and in tailoring your resume to make a strong first impression.

Sample: Job Posting

Job Title:	Staffing Specialist
Job ID:	
Location:	Edmonton
Full/Part Time:	Full-Time
Regular/Temporary:	Regular
Scope:	Open Competition
Closing Date:	
Classification:	Human Relations Level 2
Ministry:	Public Service Commission

Role

Do you have a passion for recruitment? Are you an accomplished recruiter who is recognized for developing creative recruitment strategies? The Staffing Programs branch is looking for someone who is interested in utilizing their project management and consulting skills to provide assistance to the HR Community. The focus will be in using our technology solutions and conducting research to leverage our knowledge of applicant sourcing and advertising trends.

What can I expect to do in this role?

Working with Staffing Consultants, you will contribute to the development of corporate human resource policies, strategies and initiatives, by providing research and program support. You will provide consulting support regarding recruitment and selection related issues and candidate sourcing. You will support a number of government-wide staffing programs/initiatives by coordinating, maintaining and developing information published on our websites. The recommendations, options and solutions you provide will be directly related to your ability to coordinate, synthesize and evaluate research.

To be successful as the Staffing Specialist you demonstrate the following competencies:

- Through agility you apply your knowledge of GoA staffing principles, recruitment practices and IMAGIS functionality to identify approaches or courses of action, anticipate obstacles and explain impacts to work processes in the evaluation of and application to recruitment information systems, advertising trends, Staffing training and GoA policies and directives.
- You have project management skills to plan, prioritize, schedule, and co-ordinate projects and use advanced Excel skills to develop reports and queries.
- You readily build collaborative environments by developing relationships and engaging others in the accomplishment of goals and initiatives setting up processes or structures that facilitate communication and collaboration. You provide support to and participate on cross government and internal project working teams.
- You have research skills in identifying emerging trends and best practices using well developed writing skills to prepare reports, briefing notes and responses to enquiries.

Qualifications

University degree in a related field supplemented by a minimum of 2 years related experience which demonstrates the competencies noted above. Equivalencies will be considered.

Notes

Applicants are advised to provide information that clearly and concisely demonstrates how their qualifications meet the advertised requirements, including education, experience and relevant examples of required competencies.

This is a permanent position. Secondments may be considered.

Candidates with lesser qualifications may be considered at a lower classification level and salary.

Analyzing the Job Posting

Let's assume the sample job posting interests you.

Do you have the qualifications required for successful performance of the job?

- The qualifications have been underlined, including the education, knowledge, abilities, experience and other relevant attributes (competencies).
- The qualifications are key in determining whether or not you should apply for the job.
- Resumes are reviewed according to the qualifications identified, and are reviewed initially in a matter of minutes. How closely does your resume match what is required?
- Have you provided information that shows you have the required education and/or years of related experience?
- How have you demonstrated the required knowledge, abilities and other relevant attributes (competencies)? Your education and related experience should provide initial evidence of the required qualifications/competencies. For example, based on your related work experience, does your resume provide evidence or examples of how you've demonstrated the "building collaborative environments" competency?
- Have you considered using headers, bullets or highlights (bold lettering) to emphasize how you meet the qualifications?
- Human Resource Consultants are not in a position to guess or read between the lines – the required information needs to be identified clearly in the resume, cover letter or any other information that may be requested as part of the application process.
- *Equivalencies*: This means an equivalent combination of education and experience will be considered.

For example, a "related two-year diploma with four years related experience" would be considered equivalent to a "related degree with two years related experience." Note: In some cases, where a certain level of education is required, there is no provision/flexibility for equivalency e.g. engineers.

- *Lesser Qualifications*: This means that applicants with lesser qualifications may be considered if the ministry is unsuccessful recruiting to the position at the advertised classification level. For example, the classification level in the sample job posting is Human Relations 2. If the ministry is not able to recruit successfully at that level, the ministry may choose to fill the position at the "Human Relations 1" level and the minimum qualifications for the lower level would be "a related degree with no experience" or equivalent. Note: This option is not always available on all jobs. However, in circumstances where it will be considered, it will be indicated in the job posting.

Sample Resumes

Two brief sample resume excerpts follow to demonstrate how resumes are reviewed in relation to "meeting" or "not meeting" the qualifications outlined in the sample job posting.

Sample: Resume Excerpt: Does Not Meet Qualifications

Education

- Human Resources Management – Grant MacEwan University

Computer Skills

- Microsoft Office

Employment History/Professional Experience

ABC Company

January 2014 - January 2021

- Positions include: Human Resource Consultant; Human Resource Intern; Call Centre Agent

Analyzing the above resume

Qualifications specified in the job posting:

- A related degree
- Minimum of 2 years related experience
- Demonstrated evidence of the following competencies: agility; project management skills; advanced Excel skills; building collaborative environments; research skills; writing skills
- Equivalencies (related diploma and 4 years related experience; related certificate and 5 years related experience)

Resume review

- *Education:* The resume does not state whether it is a degree, diploma, or certificate. It is unclear if the applicant is a student or graduate and no date information is provided. Therefore, the applicant does not meet the education requirements.
- *Experience/Qualifications:* The resume indicates the applicant worked at ABC Company for 7 years. It is not indicated how much time was spent in each of the various roles, and it does not include information on key duties and demonstrated knowledge, abilities or other relevant attributes (competencies). As a result, it's difficult to determine whether or not the applicant meets the experience and competency requirements. Therefore, because it is not clear, the applicant does not meet the qualification requirements.
- The resume indicates experience with Microsoft Office; however, it does not specify Microsoft Excel. Therefore, because it is not clear, the applicant may not meet this requirement.

Result: Based on the requirements specified in the job posting, this applicant has not demonstrated that they meet the qualifications and will not be considered further.

Resume Tip: It's important to remember that job titles alone do not provide enough information. Some detail on what you did (duties/responsibilities), and how you did it (demonstrated qualifications/competencies), is needed. One way to think about *demonstrated qualifications/competencies* is *accomplishments* – specific examples of activities that you did well and had a positive impact on your organization, employer, colleagues, team or customers. Accomplishment statements that outline your results, achievements and successes are an important component of your application.

Let's look at another sample resume.

APPENDIX A ➔ Analyze Samples: Job Posting and Resumes

Applying and Interviewing on Alberta Government Jobs: Tips and Resources – April 2021

Sample Resume Excerpt: Meets Qualifications

Education

- Human Resource Management Diploma – Grant MacEwan University **September 2011 - April 2013**
- Strategic Workforce Planning, DEF Organization (3-day course) **Completed in 2017**

Professional Development

Computer Skills:

- Microsoft Office Suite (Word, Excel, PowerPoint, Outlook) **2016**
- Extensive Microsoft Excel (macros, conditional formulas, etc.)

Employment History/Professional Experience

Human Resource Consultant **June 2015 - November 2020**
ABC Company

- Provided professional advice, consultation and services in a number of human resource program areas, including staffing, job evaluation, and employee relations. This involved:
 - Understanding the business and interpreting and applying legislation and HR policy, in order to provide clients with expert strategic advice.
 - Developing and implementing recruitment strategies to attract high-quality talent.
 - Analyzing and recommending classification levels for jobs, while maintaining positive relationships with hiring managers and employees.
- Demonstrated agility by adjusting HR strategies in response to changing business needs and long-term goals. Enjoy “thinking on my feet” and being flexible in order to meet client needs.
- Demonstrated research skills, leveraging labour market data and networks to gather information and stay current on recruitment trends and media options.
- Applied strong writing skills and knowledge of labour markets to develop media strategies that successfully targeted qualified candidates and motivated them to apply for hard to recruit to positions.
- Investigated and proposed solutions to resolve workplace issues, demonstrating the ability to build collaborative environments in stressful situations.

Human Resource Intern **May 2013 – May 2015**
ABC Company

- Demonstrated agility in providing support to a number of senior staff and a variety of HR projects. This included responsibility for coordinating and conducting research, organizing focus groups and meetings, and writing clear and concise project reports and briefing notes.
- Used Microsoft Excel to develop and provide reports that supported effective project evaluation.
- Planned work activities in advance to ensure that all assignments were completed in a timely and quality manner.
- Received an award for outstanding performance, and was promoted to an HR Consultant role.

Call Centre Agent **January 2010 – August 2011**
ABC Company

- Provided excellent customer service and developed positive relationships with clients. Asked questions to clearly identify their needs and took responsibility for resolving their questions and issues.
- Used Microsoft Excel to monitor, track and accurately report call volumes.

Community Volunteer Leadership

- Member of the Human Resources Institute of Alberta professional association.
- Chair of the 2011 United Way Campaign for the ABC Company.

Analyzing the Above Resume

Qualifications specified in the job posting:

- A related degree
- Minimum of 2 years related experience
- Demonstrated evidence of the following qualifications: agility; project management skills; advanced Excel skills; building collaborative environments; research skills; writing skills
- Equivalencies (related diploma and four years related experience; related certificate and five years related experience)

Resume Review

- *Education:* The type of education (diploma) and date are provided. Because it is a diploma and not a degree, the equivalency will need to be met i.e. diploma and four years related experience. Therefore, the applicant meets the education requirement.
- Experience/Qualifications:
 - The timelines can easily be determined: Human Resource Intern (2 years) and Human Resource Consultant (5½ years) adds up to at least four years of related experience. Some of the required competencies are also demonstrated in the Call Centre Agent role, even though the type of work is not as closely related.
 - The experience statements provide initial evidence of the key duties and required knowledge, abilities and other relevant attributes (competencies) (what they did and how they did it).
 - Therefore, the applicant meets the experience/qualification requirements.
- The resume indicates experience with Microsoft Office Suite and identifies the specific programs including Microsoft Excel.

Result: Based on the requirements specified in the job posting, this applicant has demonstrated that they meet the qualifications identified in the job posting. The resume provides initial evidence of the required qualifications and the applicant may be invited to an interview or some other type of assessment. Keep in mind that the Alberta Government quite often receives resumes from many well-qualified applicants and only those applicants that most closely match the advertised requirements will be invited for further assessment.

Summary

Your personal brand is all about who you are and what you have to offer. A well-written resume can make a strong first impression and make you stand out in the crowd. Describing your qualifications/competencies effectively, both on paper and in person, is a vital step in marketing yourself. Ask yourself some questions as you review and tailor your application information:

- **What makes me an ideal match for the job and the organization?** How have I demonstrated the required qualifications (related education, knowledge, abilities, experience and other relevant attributes (competencies))?
- **What makes me stand out?** What do I do better than my co-workers? What did I do that was above and beyond my normal job duties? Was I ever recognized for a job well done? What new processes did I implement to improve things? What problems did I solve? Did I exceed goals? What am I most proud of?
- **What were the benefits to the organization?** Where applicable, incorporate quantifiable or measurable terms.

Action Verbs For Your Resume

Action verbs add punch to descriptions of your accomplishments, responsibilities and activities. Use them as the first words in bulleted lists of skills, accomplishments and responsibilities.

- | | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> achieved | <input type="checkbox"/> conducted | <input type="checkbox"/> drafted | <input type="checkbox"/> hypothesized |
| <input type="checkbox"/> adapted | <input type="checkbox"/> conserved | <input type="checkbox"/> dramatized | <input type="checkbox"/> identified |
| <input type="checkbox"/> addressed | <input type="checkbox"/> consolidated | <input type="checkbox"/> drew | <input type="checkbox"/> illustrated |
| <input type="checkbox"/> administered | <input type="checkbox"/> constructed | <input type="checkbox"/> edited | <input type="checkbox"/> implemented |
| <input type="checkbox"/> advised | <input type="checkbox"/> consulted | <input type="checkbox"/> eliminated | <input type="checkbox"/> improved |
| <input type="checkbox"/> analyzed | <input type="checkbox"/> contracted | <input type="checkbox"/> empathized | <input type="checkbox"/> improvised |
| <input type="checkbox"/> anticipated | <input type="checkbox"/> contributed | <input type="checkbox"/> energized | <input type="checkbox"/> increased |
| <input type="checkbox"/> appraised | <input type="checkbox"/> controlled | <input type="checkbox"/> enforced | <input type="checkbox"/> influenced |
| <input type="checkbox"/> arbitrated | <input type="checkbox"/> coordinated | <input type="checkbox"/> established | <input type="checkbox"/> informed |
| <input type="checkbox"/> arranged | <input type="checkbox"/> counselled | <input type="checkbox"/> estimated | <input type="checkbox"/> initiated |
| <input type="checkbox"/> assembled | <input type="checkbox"/> created | <input type="checkbox"/> evaluated | <input type="checkbox"/> inspired |
| <input type="checkbox"/> assessed | <input type="checkbox"/> decided | <input type="checkbox"/> examined | <input type="checkbox"/> instituted |
| <input type="checkbox"/> attained | <input type="checkbox"/> decreased | <input type="checkbox"/> expanded | <input type="checkbox"/> instructed |
| <input type="checkbox"/> audited | <input type="checkbox"/> defined | <input type="checkbox"/> experimented | <input type="checkbox"/> integrated |
| <input type="checkbox"/> budgeted | <input type="checkbox"/> delegated | <input type="checkbox"/> explained | <input type="checkbox"/> interpreted |
| <input type="checkbox"/> built | <input type="checkbox"/> designed | <input type="checkbox"/> extracted | <input type="checkbox"/> interviewed |
| <input type="checkbox"/> calculated | <input type="checkbox"/> detected | <input type="checkbox"/> filed | <input type="checkbox"/> introduced |
| <input type="checkbox"/> charted | <input type="checkbox"/> determined | <input type="checkbox"/> financed | <input type="checkbox"/> invented |
| <input type="checkbox"/> checked | <input type="checkbox"/> developed | <input type="checkbox"/> fixed | <input type="checkbox"/> inventoried |
| <input type="checkbox"/> clarified | <input type="checkbox"/> diagnosed | <input type="checkbox"/> formulated | <input type="checkbox"/> investigated |
| <input type="checkbox"/> classified | <input type="checkbox"/> directed | <input type="checkbox"/> founded | <input type="checkbox"/> involved |
| <input type="checkbox"/> coached | <input type="checkbox"/> discovered | <input type="checkbox"/> gathered | <input type="checkbox"/> judged |
| <input type="checkbox"/> collected | <input type="checkbox"/> dispensed | <input type="checkbox"/> generated | <input type="checkbox"/> learned |
| <input type="checkbox"/> communicated | <input type="checkbox"/> displayed | <input type="checkbox"/> guided | <input type="checkbox"/> lectured |
| <input type="checkbox"/> compiled | <input type="checkbox"/> disproved | <input type="checkbox"/> handled | <input type="checkbox"/> led |
| <input type="checkbox"/> completed | <input type="checkbox"/> dissected | <input type="checkbox"/> hauled | <input type="checkbox"/> listened |
| <input type="checkbox"/> composed | <input type="checkbox"/> distributed | <input type="checkbox"/> headed | <input type="checkbox"/> made |
| <input type="checkbox"/> computed | <input type="checkbox"/> doubled | <input type="checkbox"/> helped | <input type="checkbox"/> maintained |

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APPENDIX B ➔ Action Verbs For Your Resume

Applying and Interviewing on Alberta Government Jobs: Tips and Resources – April 2021

Classification: Public

- | | | | |
|--------------------------------------|--|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> managed | <input type="checkbox"/> protected | <input type="checkbox"/> served | <input type="checkbox"/> unified |
| <input type="checkbox"/> manipulated | <input type="checkbox"/> provided | <input type="checkbox"/> set up | <input type="checkbox"/> upgraded |
| <input type="checkbox"/> mediated | <input type="checkbox"/> publicized | <input type="checkbox"/> shaped | <input type="checkbox"/> used |
| <input type="checkbox"/> mentored | <input type="checkbox"/> purchased | <input type="checkbox"/> shared | <input type="checkbox"/> widened |
| <input type="checkbox"/> modelled | <input type="checkbox"/> questioned | <input type="checkbox"/> showed | <input type="checkbox"/> won |
| <input type="checkbox"/> monitored | <input type="checkbox"/> raised | <input type="checkbox"/> simplified | <input type="checkbox"/> wrote |
| <input type="checkbox"/> motivated | <input type="checkbox"/> realized | <input type="checkbox"/> sketched | |
| <input type="checkbox"/> multiplied | <input type="checkbox"/> reasoned | <input type="checkbox"/> sold | |
| <input type="checkbox"/> navigated | <input type="checkbox"/> received | <input type="checkbox"/> solved | |
| <input type="checkbox"/> negotiated | <input type="checkbox"/> recommended | <input type="checkbox"/> spoke | |
| <input type="checkbox"/> observed | <input type="checkbox"/> reconciled | <input type="checkbox"/> stimulated | |
| <input type="checkbox"/> obtained | <input type="checkbox"/> recruited | <input type="checkbox"/> streamlined | |
| <input type="checkbox"/> offered | <input type="checkbox"/> reduced | <input type="checkbox"/> strengthened | |
| <input type="checkbox"/> opened | <input type="checkbox"/> referred | <input type="checkbox"/> structured | |
| <input type="checkbox"/> operated | <input type="checkbox"/> rehabilitated | <input type="checkbox"/> studied | |
| <input type="checkbox"/> ordered | <input type="checkbox"/> related | <input type="checkbox"/> succeeded | |
| <input type="checkbox"/> organized | <input type="checkbox"/> remembered | <input type="checkbox"/> summarized | |
| <input type="checkbox"/> oversaw | <input type="checkbox"/> repaired | <input type="checkbox"/> supervised | |
| <input type="checkbox"/> painted | <input type="checkbox"/> reported | <input type="checkbox"/> supplied | |
| <input type="checkbox"/> perceived | <input type="checkbox"/> represented | <input type="checkbox"/> supported | |
| <input type="checkbox"/> performed | <input type="checkbox"/> researched | <input type="checkbox"/> surveyed | |
| <input type="checkbox"/> persuaded | <input type="checkbox"/> resolved | <input type="checkbox"/> symbolized | |
| <input type="checkbox"/> piloted | <input type="checkbox"/> responded | <input type="checkbox"/> systematized | |
| <input type="checkbox"/> planned | <input type="checkbox"/> restored | <input type="checkbox"/> talked | |
| <input type="checkbox"/> played | <input type="checkbox"/> retrieved | <input type="checkbox"/> taught | |
| <input type="checkbox"/> predicted | <input type="checkbox"/> reviewed | <input type="checkbox"/> team-built | |
| <input type="checkbox"/> prepared | <input type="checkbox"/> revised | <input type="checkbox"/> tended | |
| <input type="checkbox"/> prescribed | <input type="checkbox"/> revitalized | <input type="checkbox"/> tested | |
| <input type="checkbox"/> presented | <input type="checkbox"/> risked | <input type="checkbox"/> trained | |
| <input type="checkbox"/> processed | <input type="checkbox"/> saved | <input type="checkbox"/> transcribed | |
| <input type="checkbox"/> produced | <input type="checkbox"/> scheduled | <input type="checkbox"/> transferred | |
| <input type="checkbox"/> programmed | <input type="checkbox"/> screened | <input type="checkbox"/> translated | |
| <input type="checkbox"/> projected | <input type="checkbox"/> selected | <input type="checkbox"/> travelled | |
| <input type="checkbox"/> promoted | <input type="checkbox"/> sensed | <input type="checkbox"/> tripled | |
| <input type="checkbox"/> proposed | <input type="checkbox"/> separated | <input type="checkbox"/> uncovered | |

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APPENDIX B ➔ Action Verbs For Your Resume

Applying and Interviewing on Alberta Government Jobs: Tips and Resources – April 2021

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Exercise 1: Work Specific Skills Inventory

This exercise will help you identify your work-specific or technical skills.

<p>Step 1 In the <i>Task</i> column, list all the tasks you perform in your work. The example in this exercise will help you get started.</p>	<p>Step 2 Break down each task into the skills required and list them in the <i>Skills Involved</i> column.</p> <p>Be specific – the more detailed the list, the better. If you’re having a hard time coming up with skills and descriptions, check out:</p> <ul style="list-style-type: none"> • Alberta occupational profiles at https://alis.alberta.ca/occinfo/ • job descriptions from your previous work • job ads • resume books 	<p>Step 3 When you’ve completed the exercise, highlight the skills you enjoy using. The skills you enjoy using are often your most marketable skills.</p>
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Task	Skills Involved
Example: Repair diesel engine	<ul style="list-style-type: none"> • know about diesel engine mechanics • use computerized diagnostic equipment • understand and read engine schematics • use precision tools and instruments

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APPENDIX C ➔ Exercise 1: Work Specific Skills Inventory

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Task	Skills Involved

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APPENDIX C ➔ Exercise 1: Work Specific Skills Inventory

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Exercise 2: Employability Skills Inventory

The Conference Board of Canada surveyed employers to produce a list of employability skills, the critical skills you need to succeed in the workplace. This exercise will help you identify your employability skills.

Step 1

Complete the inventory by checking off all the skills you feel competent using. You don't have to be an expert at a skill to check it off. Include skills you haven't used for a while but could relearn quickly.

Step 2

Highlight (or circle) the checked skills you enjoy using. These are probably the skills you're good at-the transferable skills you should emphasize when writing your resume and talking to employers.

PERSONAL SKILLS

Maintaining a positive attitude

- feeling good about yourself- confident that you can make a positive contribution in work, school, family and leisure situations
- maintaining high ethical standards- dealing with people, problems and situations honestly
- giving credit where credit is due- recognizing your own and other people's good efforts
- taking care of your health- eating a balanced diet, getting enough rest and exercise
- managing addictions- admitting to any addictions you have and getting help or treatment
- showing interest and initiative by getting involved in existing activities or starting new ones

Being responsible

- organizing your work site-keeping your work area neat and clean, taking care of tools, materials and equipment
- anticipating future financial needs, setting financial goals and deciding how you'll manage your money (for example, paying off credit cards at the end of each month, saving and investing)

- setting goals and priorities to balance your work and personal life
- following through with time and financial plans and making adjustments when necessary
- risking, when appropriate- assessing, weighing and managing physical, emotional and financial risk
- accepting responsibility for your actions and the actions of your group
- being socially responsible and contributing to your community (for example, obeying laws, volunteering)

Being adaptable

- working alone or as part of a team
- working on several tasks or projects at the same time
- being innovative and resourceful (identifying and suggesting different ways to get work done)
- accepting change and using it to your advantage
- accepting feedback and learning from your mistakes
- coping with uncertainty (making decisions when you're not sure what the outcome will be)

Learning continuously

- being aware of your personal strengths and areas that need improvement or development
- setting your own learning goals instead of waiting for someone else to tell you what you should learn
- identifying and using learning opportunities and sources of learning
- planning for and achieving learning goals

Working safely

- being aware of personal and group health and safety practices and procedures and acting accordingly
- managing stress- knowing the causes of personal and professional stress and coping with demands and pressures

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APPENDIX C ➔ Exercise 2: Employability Skills Inventory

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TEAMWORK SKILLS

Working with others

- getting along- demonstrating respect for and caring about the feelings of others, being considerate
- using tact- being discreet and diplomatic, particularly when dealing with sensitive issues
- being supportive- helping others with their problems, supporting others' decisions and initiatives
- accepting authority- being able to work under supervision
- respecting differences- appreciating diversity, accepting the uniqueness of individuals
- co-operating with others to accomplish shared goals
- clarifying the group's goals and objectives when necessary
- being flexible- respecting and being open to others' opinions and contributions
- stating opinions- having the confidence and assertiveness to say what you think
- accepting feedback without becoming angry or overly defensive
- contributing by sharing information and expertise
- leading or supporting when appropriate by motivating others to perform well
- confronting- telling others things they may not want to hear about their behaviour, habits and so on

Participating in projects and tasks

- doing your part- working to acceptable standards
- being timely- completing work on time to meet project deadlines, arriving at meetings on time, responding to messages reasonably quickly
- determining priorities- deciding what's most important and doing that first
- scheduling- predicting how much time tasks will take, setting time frames for activities
- initiating- taking the first step, getting things started
- planning- developing projects or ideas through systematic preparation and deciding in which order and at what time events will occur

- organizing- coordinating the people and resources necessary to put a plan into effect
- coaching- providing one-to-one or small group assistance to help others achieve a goal
- providing feedback- accurately describing an individual's work, behaviour, appearance and so on, in a helpful and considerate way
- making decisions- choosing a course of action and accepting responsibility for the consequences
- carrying out projects or tasks from start to finish with a clear idea of what you want to achieve
- selecting and using appropriate tools and technology
- reviewing how time has been used and making changes that will increase efficiency
- adapting to changing requirements and information
- keeping track of how well projects and tasks are progressing and looking for ways to improve

FUNDAMENTAL SKILLS

Communication

- reading- getting information from written materials, following written instructions
- reading and understanding information presented in non-verbal formats (for example, graphs, charts, diagrams)
- writing- using good grammar to write clear sentences and paragraphs, being able to express yourself and explain things in writing
- talking- being able to provide information effectively in ordinary settings
- public speaking- being able to keep the audience's attention while delivering a speech
- listening- paying attention to what other people say to understand and appreciate their points of view and responding appropriately
- questioning- deciding what questions to ask to obtain useful information or to help others gain insight
- explaining- being careful and clear in what you tell people so they understand quickly and easily
- resolving conflicts- bringing conflicts to successful conclusions
- persuading- convincing others to do what you want

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APPENDIX C ➔ Exercise 2: Employability Skills Inventory

Applying and Interviewing on Alberta Government Jobs: Tips and Resources – April 2021

Classification: Public

- negotiating- bargaining with others to solve a problem or reach an agreement
- teaching- understanding group dynamics and instructing others
- chairing meetings- presiding over a group of people who come together for a purpose, listening, speaking, encouraging discussion and following an agenda
- sharing information by using information and communications technologies (for example, email and voice mail)

Information management

- following directions- completing tasks as directed
- maintaining records of inventory, budgets or other information
- recording- using planners such as calendars and appointment books to keep track of activities
- organizing information- keeping orderly records (for example, files, binders of information)
- filing- sorting information into an organized system
- scheduling- keeping track of projects, timetables, itineraries and so on
- researching- locating and gathering information using appropriate technology and information systems (for example, computers, library classification systems, Internet search engines)
- analyzing information- breaking it down to basic elements
- applying knowledge and skills from one or more disciplines (for example, arts, languages, sciences, technologies, mathematics, social sciences, humanities)

Numerical

- counting- determining how many items are in a group
- calculating- using basic arithmetic: adding, subtracting, multiplying and dividing
- measuring- using tools or equipment to determine length, angle, volume or weight
- estimating- judging the cost or size of things, predicting the outcome of an arithmetic problem before it is calculated, forecasting the cost of products and services
- budgeting- planning how you will spend money, deciding what to buy, how much to spend or how to get the work done most cost-effectively

- deciding what needs to be measured or calculated
- observing and recording data using appropriate methods, tools and technology

Thinking and problem-solving

- assessing situations and identifying problems
- seeking different points of view and evaluating them based on facts
- recognizing that there are often several aspects to problems (for example, human, technical, scientific)
- investigating- gathering information in an organized way to determine facts or principles
- analyzing- breaking concepts or problems into parts so each part can be examined
- being creative and innovative in exploring possible solutions
- using scientific, technological and mathematical ways of thinking to gain and share knowledge, solve problems and make decisions
- evaluating solutions to make recommendations or decisions
- synthesizing- putting facts and ideas together in new and creative ways, finding new ways to look at problems and do things
- acting on your conclusions
- checking to see if a solution works and taking opportunities to improve on it

This employability skills inventory is based on Employability Skills 2000+ brochure 2000 E/F (Ottawa: The Conference Board of Canada, 2000). For more information, visit their website at <https://www.conferenceboard.ca/>.

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APPENDIX C ➔ Exercise 2: Employability Skills Inventory

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Exercise 3: Describing Your Skills

This exercise will help you to further define your skills and describe them in ways that reflect the details of your own experience. Clear, specific descriptions of your skills are the building blocks for effective resumes and impressive job interviews.

<p>Step 1 Create a personalized list of skills you enjoy using by translating the items you highlighted (or circled) in the two previous exercises into words that describe your skills more specifically and accurately. The Descriptive word list that follows is intended to give you some ideas but don't limit yourself to just these words!</p>	<p>Step 2 Use the space provided under <i>My skills</i> to record your personalized list of work-specific and employability skills.</p>	<p>Step 3 For each skill you add to your list, ask yourself the questions journalists ask: who, what, when, where, why and how. Use the answers to describe each of your skills as accurately as possible.</p> <p>For example, if you write down the skill teaching, ask yourself who you teach, what you teach, where you teach, when you teach, why you teach and how you teach. You might say, "I teach weekly adult vegetarian cooking classes through a continuing education program in Big City, Alberta, to help people incorporate healthy vegetarian choices into their diets."</p> <p>Someone else might say, "I referee basketball games at the local gym so young people have a place to go other than the streets" or "I mentor younger employees on developing leadership and management skills to help them get ahead and to benefit our organization's succession planning at the same time."</p>
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My skills	Who, what, when, where, why and how?

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APPENDIX C ➔ Exercise 3: Describing Your Skills

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My skills	Who, what, when, where, why and how?

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APPENDIX C ➔ Exercise 3: Describing Your Skills

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Descriptive word list

PERSONAL SKILLS

accepting	competent	entertaining	introspective	poised	skillful
accurate	competitive	enthusiastic	intuitive	positive	smart
active	confident	expressive	kind	practical	sociable
adaptable	congenial	fair-minded	knowledgeable	precise	sophisticated
adventurous	conscientious	flexible	lighthearted	productive	spontaneous
affectionate	conservative	forceful	likable	professional	stable
alert	considerate	formal	logical	progressive	steady
ambitious	consistent	frank	loving	prudent	stimulating
amiable	constructive	friendly	loyal	punctual	strong
analytical	co-operative	gentle	mature	quick	supportive
articulate	courageous	generous	meticulous	quick-witted	sympathetic
assertive	creative	genuine	modest	quiet	systematic
attractive	curious	good-natured	motivated	rational	tactful
broad-minded	daring	graceful	objective	realistic	talented
businesslike	decisive	happy	obliging	reassuring	thorough
calm	dedicated	hard-working	open-minded	receptive	thoughtful
capable	dependable	healthy	optimistic	reliable	tolerant
careful	determined	helpful	orderly	resourceful	trusting
caring	disciplined	honest	organized	responsible	trustworthy
cautious	discreet	humorous	original	responsive	truthful
charismatic	distinctive	imaginative	outgoing	self-aware	unique
charitable	dynamic	independent	patient	self-confident	unpretentious
charming	easygoing	industrious	people-oriented	self-reliant	versatile
cheerful	efficient	informal	perceptive	sensitive	vigorous
clever	empathetic	innovative	persistent	serious	warm
committed	encouraging	insightful	persuasive	service-oriented	
compassionate	energetic	intelligent	pleasant	sincere	

TEAMWORK SKILLS

administering	co-operating	enforcing	instructing	recognizing	teaching
assisting	co-ordinating	facilitating	leading	reinforcing	training
coaching	counselling	helping	managing	rewarding	
conducting	deciding	influencing	motivating	serving	
consulting	demonstrating	initiating	negotiating	starting	
controlling	directing	inspiring	planning	supervising	

FUNDAMENTAL SKILLS

advising	communicating	improvising	ordering	producing	summarizing
analyzing	creating	inspecting	organizing	promoting	synthesizing
arranging	designing	interpreting	originating	reading	talking
assessing	developing	inventing	performing	researching	translating
budgeting	devising	investigating	persuading	reviewing	verifying
calculating	evaluating	memorizing	predicting	scheduling	writing
checking	generating	negotiating	presenting	selecting	

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APPENDIX C ➔ Exercise 3: Describing Your Skills

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Exercise 4: Identifying Your Accomplishments

This exercise will help you to recognize your own accomplishments.

<p>Step 1 Read through the following questions. Think about how they relate to your own experience. Check off questions that remind you of something you've accomplished. Include a brief note describing the accomplishment. Add other accomplishments to the list in the space provided.</p> <p>If a question doesn't relate to your experience, go on to the next one. If you're feeling overwhelmed, think about your accomplishments during the last five or 10 years.</p>	<p>Step 2 When you've finished working through the list, see if you can combine some of your notes into one accomplishment that paints a detailed picture of what you did.</p> <p>For example, "managed changeover to new accounting system successfully-resulted in only eight non-operational hours" and "trained staff on new accounting system" could be combined into "strategically trained staff on new accounting system so that changeover resulted in only eight non-operational hours between shutdown of the old and startup of the new system."</p>	<p>Step 3 Review the accomplishments you've checked off. Highlight or put a star beside three to 10 of your most significant accomplishments.</p>
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Examples:

- doubled sales from \$50,000 to \$100,000 within two years
- achieved savings of \$70,000 through volume discounts and central co-ordination
- promoted from Marketing Coordinator to Marketing Manager
- received Employee of the Year award for exceptional performance
- answered 20 customer service phone calls per day, troubleshooting problems, cutting red tape and making special arrangements resulting in repeat business
- no sick days reported over a three-year period
- commended for error-free work
- maintained accurate bookkeeping records and reduced outstanding accounts by 10 per cent
- organized a neighbourhood garage sale raising \$15,000 for a local library
- achieved first class honours standing throughout post-secondary studies

Have you been asked to train co-workers? How many and under what circumstances?

What recognition, awards or bonuses have you received and why?

EMPLOYMENT ACCOMPLISHMENTS

Have you been asked by supervisors to do tasks that you perform better than your co-workers? Explain.

Have you saved your organization money, time or resources? Explain how.

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Have you been recognized for perfect attendance?

Have you ever been involved in developing, implementing or maintaining a new system? Explain.

What goals have you exceeded? How and by how much?

How have you increased customer satisfaction?

Have you ever served in a leadership or senior position, either temporarily or permanently?

Have you ever been involved in hiring decisions?

Have you ever taken on responsibilities beyond those in your job description? What were the results?

What projects have you led? What were the results?

Have you ever simplified a procedure that made the job easier or more cost-effective? Explain.

Have you ever been asked to write policy or procedures or contribute to research? What were the results?

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APPENDIX C ➔ Exercise 4: Identifying Your Accomplishments

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Have you organized employee or company activities or functions?

Are you good at multi-tasking or meeting tight deadlines? Explain.

Add any other employment accomplishments here:

Have you ever been made responsible for money or confidential material beyond those responsibilities outlined in your job description?

PERSONAL ACCOMPLISHMENTS IN THE WORKPLACE

Have you ever volunteered for special assignments or extra duties?

How have your flexibility and adaptability contributed to an organization's success?

Have you mentored, coached or helped co-workers?

Have your peers ever chosen you to represent them?

Are you good at motivating or persuading others? Describe.

How have you enhanced the image of organizations you've worked for?

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Have you ever been asked to mediate a conflict?

Add any other personal accomplishments here:

EDUCATION AND TRAINING

What specific knowledge or skills related to your field make you a valuable employee?

In what areas of your field have you improved your skills through your own initiative?

Add any other education and training accomplishments here:

VOLUNTEER/COMMUNITY

What community groups do you participate in? Do you hold a volunteer or board position?

What community projects have you organized or played a key role in? What was the outcome?

Have you received any awards or recognition for contributions to your community? Describe.

Add any other volunteer/community accomplishments here:

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APPENDIX C ➔ Exercise 4: Identifying Your Accomplishments

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Exercise 5: Analyzing Your Accomplishments – STARS

This exercise will help you analyze the accomplishments you identified.

<p>Step 1 Photocopy the following Accomplishment analysis worksheet. You'll need to make a copy for each of the three to 10 most significant accomplishments you identified in the previous exercise.</p>	<p>Step 2 Read the example that follows to help you get started.</p>	<p>Step 3 Using the prompts and the space provided in the worksheet, create a STARS summary for each of the three to 10 most significant accomplishments you identified in the exercise <i>Identifying your accomplishments</i>.</p>
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Examples:

Situation

The processing time of orders was taking too long between receiving the order and shipping it. Orders were getting backlogged, customers were complaining and the backlog was creating overtime problems in the shipping area.

Task

As department assistant manager, I needed to increase phone ordering efficiency and reduce overtime. Since the problem involved two different staff units and ordering systems (both online and phone), it presented logistical and communication challenges. I initiated a review of the phone order system.

Action

Monitored, compiled and analyzed data on order times and shipping backlogs, solicited staff input, researched alternative ordering systems, presented findings and recommended solutions to management group and organized staff training on new system. Managed new system start-up.

Results

Combining phone and online ordering systems resulted in a two-day reduction in phone order placement-to-shipment time and a 20 per cent reduction in overtime for shipping staff.

Skills

Organizational, communication, analysis, problem-solving, troubleshooting and technical skills.

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ACCOMPLISHMENT ANALYSIS WORKSHEET

Accomplishment # _____

Situation

(Describe the problem you faced.)

Task

(Describe what you needed to do to deal with the challenge or overcome the obstacles.)

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APPENDIX C ➔ Exercise 5: Analyzing Your Accomplishments – STARS

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Action

(Describe the actions you took. Use active verbs.)

Results

(Explain what happened as a result of your actions— benefits to the organization, customers, co-workers— in quantifiable or measurable terms such as dollars saved, per cent improvement or promotions, awards or commendations received.)

Skills

(Describe the skills you used to achieve the results.)

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APPENDIX C ➔ Exercise 5: Analyzing Your Accomplishments – STARS

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Exercise 6: Summarizing Your Accomplishments

Accomplishment statements used in resumes and cover letters often have the greatest impact when they're condensed to three lines or less. Each accomplishment statement should be a summary of a STARS description and should begin with an active verb.

Use this exercise to condense the descriptions of your accomplishments from the **Analyzing your Accomplishments – STARS** exercise into summary statements.

Examples:

- Implemented customer feedback system that resulted in a 20 per cent increase in customer satisfaction ratings.
- Strengthened team performance by introducing a series of team-building events. Formally commended by vice-president.

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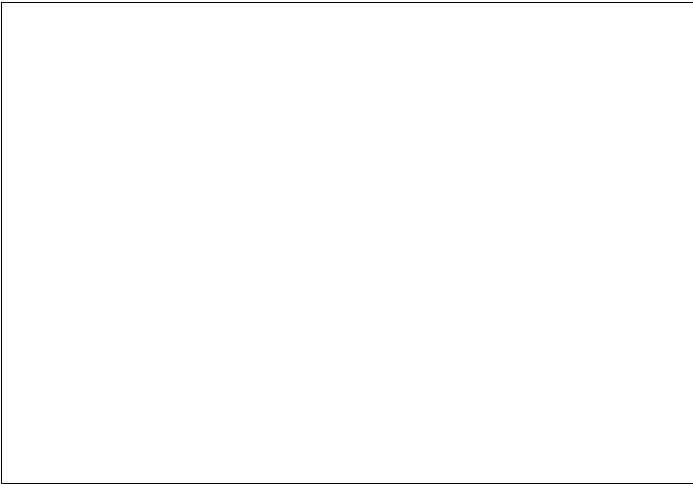
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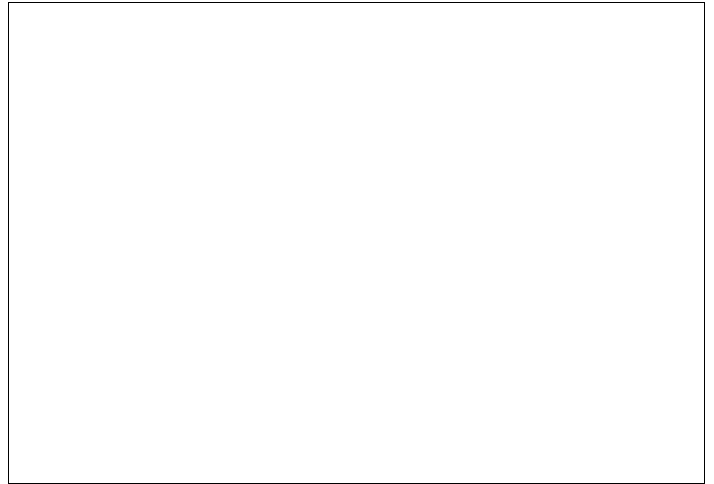
APPENDIX C ➔ Exercise 6: Summarizing Your Accomplishments

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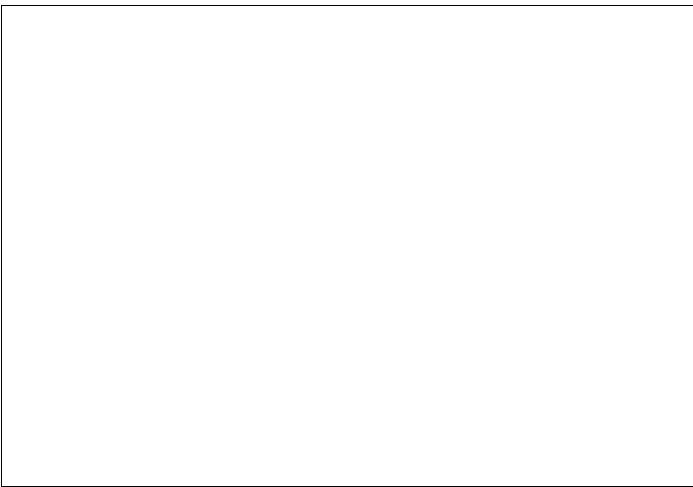
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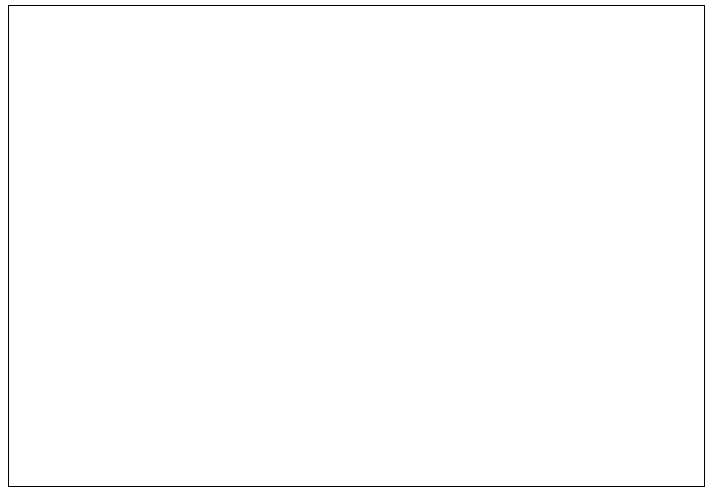
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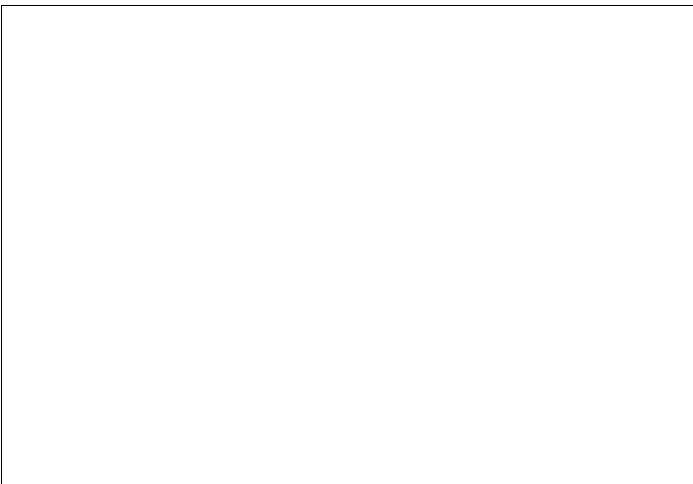
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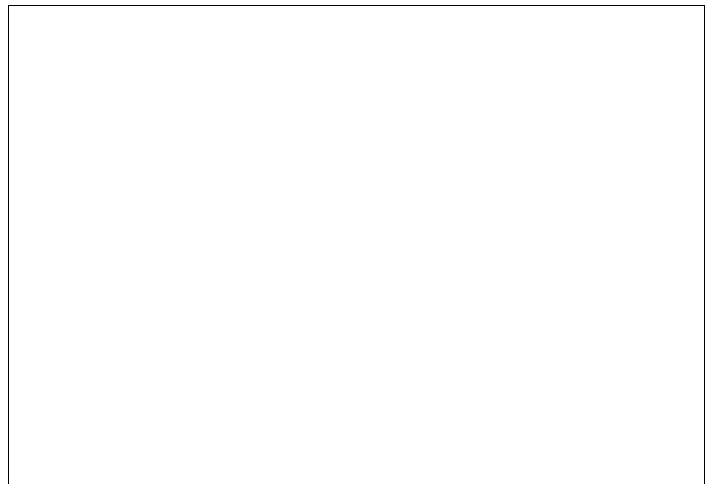
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