

Job Search Strategies

a. Writing CVs/Resumes

[Adapted from: <http://www.soon.org.uk/cvpage.htm>]

What is a Cv or Resume?

CVs and/or resumes are quite simply **adverts** to sell yourself to an employer. So the purpose of your CV, always to be sent together with a cover letter (see below), is to make you attractive, interesting, worth considering to the company and so receive a job interview. Moreover, **different countries have different requirements and styles** for CVs or resumes. So you must follow the **correct practice** for your **target culture and country** (do research!).

Generally speaking, in Europe the terms “CV” and “resume” are used interchangeably, whereas in the USA they are actually two different types of documents, each with its own distinct focus. Knowing the right format and use for each will save time and trouble (not to mention worry) with your future job pursuits.

- A *resume* is the 1-2 page career summary which summarizes work experience, accomplishments, education and other pertinent topics such as professional associations and special skills. The resume is what is most universally used in the USA, for example, and expected by American prospective employers.
- A *curriculum vitae*, or CV, on the other hand, is a longer, more comprehensive document. It is usually multiple pages long and gets into much more detail, including a listing of publications, presentations, research projects, academic work, teaching experience, and so forth. A CV is generally used in PhD-driven environments, such as academia and higher level research. It attests to expertise and authority.

Remember that in Europe many people use the terms “CV” and “resume” interchangeably. So when someone asks you for a CV, do not assume they want the long, expanded version. Unless you are applying for a teaching position with a university or a high-level PhD type research position, an all-purpose one-page resume is usually all you will need.

There are also several different styles of CV/Resume, but the two more frequently used are the American (also preferred in Great Britain, Australia, Canada etc.) and the International. Which style you use would depend on where the company you are applying to is located. The International version includes personal information, such as marital and health status, which would be **inappropriate** on an American-style CV (for a “politically correct” issue).

Remember also that a resume/CV should be the **reply to a specific job advert**, so you **cannot** use always the same document. Therefore, do not just copy standard CV samples. Your CV should be your own, personal, and customized to meet the prospect employer’s requirements.

A resume/CV should be constructed on a word-processor (or at least typed), well laid out and printed on a good quality printer. Picture yourself to be a busy manager in the employer’s office. S/He may have to read through 100 CVs in half an hour, and will have two piles - ‘possibles’ and ‘waste-bin’. So your resume/CD must be easy to read, short and attractive.

Recently, more and more firms have started accepting electronic resumes, that is resumes to be submitted directly online (on an electronic form) and to be subsequently read by computers. In order to be effective this type of resume requires special attention (see below).

In general, however, the two communication principles to follow are:

- **'KISS' - 'keep it simple, stupid'.**
- **'If they didn't hear it, you didn't say it'.**

So, when you have written a first draft of your CV, get someone else to look at it, and tell you how to make it better. Ask your friends, your tutors, your family friends in business. **What you have written may seem simple and obvious to you, but not to an employer.** Go through it again and again with a red pen, making it shorter, more readable, more understandable.

Before you start

Sit down with a piece of paper. Look at the job(s) that you are applying for. Consider how your skills, education, and experience compare with the skills that the job requires. How much information do you have about the job description?

Sometimes employers do not give enough information. Ask for more detail if needed. Spend time researching detail about the job(s) that interest you and information about the employer - their structure, products, successes, and approach - from:

- Their own publicity, reports and publications
- A library (business reports, trade papers)
- College career office
- Newspaper reports
- The Internet

Types of Resume

Structurally speaking, there are three main types of "American" Resume (the best model for all English speaking countries, anyway). They are:

1. **Reverse Chronological** - This type of resume lists experiences in a strict time sequence with the most recent experience first. This format works best for people who have had no gaps in employment and are well on their way up their career ladder.
2. **Functional** - This type of resume lists your experiences by skill areas. For example, your skill areas might include supervision, marketing, and customer service. Then, under each of these categories, you can describe the skills you have gained from all your work and volunteer experiences. This format can be very effective for those who have held several of the same kinds of positions, those who wish to focus on skills to change to another position, or for those who are returning to the workforce after a prolonged absence. Dates of employment can be eliminated.
3. **Combination** - This type of resume is a "combination" of the reverse chronological and the functional. It lists your experiences by skill areas and also includes employers and dates of employment. **This is the type of resume recommended for most students.**

Below are examples of these three types of resume. Read them and analyse their differences and similarities.

Chronological

Molly Major

2000 Nord Avenue * Chico, CA 95929 * (530) 892-5555
 * e-mail: goodgolly@hotmail.com

- EDUCATION** CALIFORNIA STATE UNIVERSITY, CHICO
Bachelor of Science in Business Administration, Graduation: May 1997
 Option: **Management Information Systems**
 Option: **Production Operations Management** Overall GPA: **3.30**
 Earn 100% of education and living expenses through work and loans.
- Special Projects:**
- **System Development.** Project manager. Coordinated the efforts of six teams of students working on highly interdependent phases.
 - **SAP R/3 Implementation.** Team Member. Learnt the basic architecture and operations of the SAP R/3 system. Worked with other team members and faculty members to implement SAP R/3 modules into the business curriculum.
- COMPUTER SKILLS**
- **Operating Systems:** DOS, Windows, UNIX
 - **Languages:** IBM-AIX, COBOL, HTML
 - **Applications:** SAP R/3, SQL, Microsoft Office, Lotus 1-2-3, Word Perfect, Excelerator, RBASE, AB: POM, Linpro
- EXPERIENCE** **Intern**
 DATA RESOURCE GROUP, Scottsdale, AZ (July 1996-August 1996)
 Assisted with development of home page. Programmed "hot keys" from DRG to IBM and other vendor's sites. Developed the graphical presentation of upcoming sales specials and new products. Created custom reports from DRG's database.
- Data Entry Specialist**
 A.S. BUSINESS OFFICE, CSU, Chico, Chico, CA (September 1994-June 1996)
 Entered all transactions for two businesses. This included journal entries, cash receipts, accounts receivable, accounts payable, and canceled checks.
- Office Manager**
 NATIONAL PIZZA COMPANY, Westlake Village, CA (January 1994-July 1994)
 Interfaced with all levels of personnel. Responsible for biweekly payroll. Maintained personnel files and office supplies. Pre-interviewed job applicants. Trained new office employees. Approved and sent bills to the corporate office for payment.
- Information Specialist**
 JB TECHNOLOGIES, INC., Moorpark, CA (February 1990-January 1994)
 Revamped order processing system. Generated flow charts of company procedure. Implemented new order system which involved training of employees. Helped with innovation and installation of new software package and trained employees to use it.
- Quality Control Assistant** - Warranty evaluation. Manipulated customer and bar code information on a network system. Assisted in testing and formatting of computer disk drives.
- ACTIVITIES & HONORS** MIS Society, CSU, Chico: **V.P. Administration** (Spring 1997, Fall 1996), **Member** (Spring 1996, Fall 1995)
 Dean's List (Fall 1996, Spring 1996)

Sarah Sellers

Functional

30 Cottage Lane • Chico, CA 95926 • (530)342-7000 • ssellers@csuchico.edu

SUMMARY OF QUALIFICATIONS

- 9 years' successful experience in marketing and promotions.
- Effective in budgeting and long-term planning. Successful in implementing new programs.
- Proven record for maintaining schedules; multi-task oriented.
- Exceptional communication and interpersonal skills.

PROFESSIONAL EXPERIENCE

Marketing and Promotions

- Developed and implemented highly successful marketing campaigns for individual services (i.e.: cataracts, refractive surgery, eyelid surgery, laser skin resurfacing), to promote surgery center.
- Developed and collaborated on newspaper advertisements, direct mailings, company brochures, flyers, press releases, public service announcements, web-site design, office service displays, and informational packets.
- Organized and coordinated numerous promotional events such as health fair, trade shows, public speaking engagements, press conferences, fund-raisers, and seminars.
- Delivered presentations to community groups outlining services provided at the center.
- Successfully wrote Requests for Proposals (RFP's), for a \$5000,000 software tracking application system.

Budgeting and Financial Management

- Administered annual budget of \$70,000 for 5 years.
- Developed and managed annual budget in EXCEL spreadsheet.
- Submitted quarterly financial status statements.
- Identified potential cost overruns and collaborated with Director to resolve problem.

Program Administration and Training

- Collaborated with companies throughout the country to develop and implement successful marketing programs.
- Set up a special in-house database tracking system for call inquiries.
- Created and maintained a database of lead generations, prospects and clients.
- Developed marketing plans: set goals; targeted special problems requiring attention; set up schedule of appointments.
- Organized educational workshops, physician continuing educational courses, and staff training sessions.
- Developed and managed surveys to assess facility needs.

Computer Skills

- Extensive knowledge of software applications including ACT, WORD, EXCEL, Page Maker and CorelDraw.

WORK HISTORY

Marketing/Promotions, Western Baseball League, Chico, CA 1999-2004

Marketing /Public Relations, Center for Sight, Redding, CA 1994-1998

Marketing/Event Coordinator, Multimedia Productions, Redding CA 1993-1994

Marketing/Event Coordinator, SD&G Healthcare Systems, Inc., Santa Clara, CA 1990-1993

EDUCATION

B.A., Information and Communication Studies; Minor, Sociology

California State University, Chico, CA

MICHAEL G. MEDIA

2222 Creekside Ct. * Paradise, CA 95969 # (530) 683-0650 * mgmgrand@aol.com

PROFILE Educated and skilled in all areas of Instructional Technology; capable of yielding problem-solving tactics, teamwork skills, effectiveness and efficiency to any job platform.

EDUCATION CALIFORNIA STATE UNIVERSITY, CHICO
B.S., Instructional Technology, May, 1998
 Major G.P.A. 3.04

PROJECTS/ACHIEVEMENTS

- **Evaluation Assistant:** Designed, produced, and implemented summative evaluation for Government-funded tobacco education program.
- **Brochure Design.** Developed page layout of brochure for Devol photography studio.
- **Interactive Multimedia.** Authored several applications, utilizing Macromedia Director.
- **Videos.** Wrote and directed music video. Am currently writing and directing a mini-documentary based on aviation training
- **Training Prototype.** Currently in the production of a full scale analysis, design, and development of instructional training prototype for the Teachers Learning Program on campus.

COMPUTER LITERACY

- PC and Macintosh applications
- Macromedia Director - Interactive multimedia and Internet authoring software
- Microsoft Word 8.0, Power Point, Publisher
- Front Page 98 - Web site design
- Quark Xpress - Page layout design
- Adobe Photoshop) 4.0

WORK EXPERIENCE

Manager/Cook, PARADISE GRILL, Chico CA 1996-1998

- Supervised staff of four cooks and seven waitresses
- Facilitated kitchen, bar, and eatery
- Provided efficient and courteous service to clientele
- Calculated inventory and cost effectiveness of product sale

Manager/Cashier, UESUGI FARMS, Morgan Hill, CA 1990-1995 (Summers)

- Managed a seasonal produce market
- Oversaw sales and distribution of product
- Initiated bonus system that increased average daily net profit by 10%
- Calculated product inventory and product purchased
- Maintained a friendly environment for a business based on return customers

ACTIVITIES

- **Member**, Instructional Technology Society
- **Member**, Delta Chi National Fraternity (Fall 1994 - Present) **Philanthropy Chair, Fundraising Committee member, Public Relations Committee member**
- Intramural football and softball
- Ballroom dance

What to include in your combination resume

[A combination resume is often the best option for students who don't have a long working career.]

Personal details

Name, home address, college address, phone number, email address.

Education

Give places of education where you have studied - *most recent education first*. Include subject options taken in each year of your course. Include any special project, thesis, or dissertation work. Pre-college courses (high school, etc.) should then be included, including grades. Subjects taken and passed just before college will be of most interest. Earlier courses, taken at say age 15-16, may not need much detail.

Work experience (*Remember: experience is an uncountable noun*)

List your most recent experience first. Give the name of your employer, job title, and very important, what you actually did and achieved in that job. Part-time work should be included.

Interests

They will be particularly interested in activities where you have leadership or responsibility, or which involve you in relating to others in a team. A one-person interest, such as stamp-collecting, may be of less interest to them, unless it connects with the work you wish to do. Give only enough detail to explain. (If you were captain of a sports team, they do not want to know the exact date you started, how many games you played, and how many wins you had! They will ask at the interview, if they are interested.) If you have published any articles, jointly or by yourself, give details.

If you have been involved in any type of volunteer work, do give details.

Skills

Ability in other languages, computing experience, or possession of a driving licence should be included.

Length

It depends on the country you are applying in. *In the USA, often employers do not take into consideration resumes longer than one page.* So, keep it short and concise. In Europe, you may expand your CV/Resume to two pages. Do not normally go longer than this. Put page numbers at the bottom of the pages - a little detail that may impress.

Optional extras

It can be good to start with a Personal Profile/Objective statement. This is a two or three sentence overview of your skills, qualities, hopes, and plans. It should encourage the employer to read the rest. Add a photo of yourself only if required.

In the following pages you will find examples of:

1. A British resume or curriculum vitae
2. An American resume
3. The Europass curriculum vitae
4. An electronic resume

Read them carefully and notice their similarities and differences.

CURRICULUM VITAE

PERSONAL DETAILS

Name Diana Smith
Date of Birth 29.02.75
Address 13, Kensington Road, London SW10 2JU
Telephone 020 8123 4567
Nationality British

EDUCATION

1994 - 1997 BA in Economics at London University, London. (Exam results to date 2.1. Expected Final Grade 2.1 or 1).
1992 - 1994 Kensington Road Senior School: 4 'A' levels - Economics (A) Maths (A) History(B) General Studies (A).
1987 - 1992 Kensington Road Senior School: 10 GCSEs including Maths and English.

WORK HISTORY

1997 - 1998 Assistant Bar Manager for the Pink Flamingo, Brighton.

- Trained and supervised three members of staff
- Created and implemented promotional events
- Increased profits by 25% during period of employment

July-Sept. 1996 Vacation Trainee with Smith and Smith Chartered Accountants.

- Played an integral part in a team working on tax and audit projects
- Acquired familiarity with database and word processing software
- Liaised with Smith and Smith's sister company in France.

POSITIONS OF RESPONSIBILITY

1995 - 1996 Entertainments Officer for University Student Social Society.

- Organized and budgeted for entertainments for one of the largest university student societies with over 1,000 members.

1994 - to date Captain of the University Women's Hockey Team.

- In charge of training, organizing and motivating the women's team from 1995 to date.

OTHER SKILLS

- Fluent French
- Extensive knowledge of Microsoft Word, Excel and Access

REFERENCES Available on Request

Alfred Smith

Current Address

428 College Drive
Statesboro, GA 30460
(912) 555-9999
alfredsmith@georgiasouthern.edu

Permanent Address

987 Falcon Avenue
Atlanta, GA 34045
(706) 555-1234

Objective

To obtain a full-time position in the import-export field.

Education

Georgia Southern University, Statesboro, GA
Bachelor of Science in International Trade
Overall GPA: 3.6, May 2004

Relevant Experience

International Labor Office, Washington, DC
Public Affairs Intern Summer 2003

- Wrote newsletter articles
- Answered news media inquiries
- Researched legislation and other types of public affairs materials
- Attended and reported on congressional hearings

Statesboro High School, Statesboro, GA
Spanish Tutor January 2000-present

- Assist high school students with Spanish homework
- Help students in the language lab with correct pronunciation

Other Experience

Kmart, Statesboro, GA
Cashier October 2000-January 2002

- Handled cash and credit transactions and balanced cash drawer nightly
- Named Associate of the Month, May 2001

Skills**Languages**

- Fluent in Spanish
- Proficient in French and German

Computer

- WordPerfect
- Microsoft Word and Excel
- Lotus 123

Activities

Georgia Southern University Spanish Club, 2000-present
Georgia Southern University French Club, 2000-present
East Georgia Regional Medical Center, Volunteer, 2000-2001

Honors

Dean's List, 2000-2003
Golden Key National Honour Society, 2000-present

Availability

May 15, 2005

Revised January 2005

Europass Curriculum Vitae¹

Personal information

<i>Surname / First name</i>	Beckermann Betty
<i>Current Address</i>	32 Reading rd, Birmingham, B26 3QJ, United Kingdom
<i>Telephone(s)</i>	Personal: (44-1189) 12 34 56 Mobile: (44-6987) 65 43 21
<i>Fax</i>	(44-1189) 12 34 56
<i>E-mail</i>	hobbies@kotmail.com
<i>Nationality</i>	German
<i>Date of birth</i>	07.10.1974
<i>Gender</i>	Female

Desired employment / Occupational field

EUROPEAN PROJECT MANAGER

Work experience

<i>Dates</i>	August 2002 onwards
<i>Occupation or position held</i>	Independent consultant
<i>Main activities and responsibilities</i>	Evaluation of European Commission youth training support measures for youth national agencies and young people.
<i>Name and address of employer</i>	British Council, 123, Bd Ney, F-75023 Paris
<i>Type of business or sector</i>	Independent worker
<i>Dates</i>	March – July 2002
<i>Occupation or position held</i>	Internship
<i>Main activities and responsibilities</i>	<ul style="list-style-type: none"> - Evaluating youth training programmes for SALTO UK and the Partnership between the Council of Europe and European Commission - Organizing and running a 2 day workshop on non-formal education for Action 5 large scale projects focusing on quality, assessment and recognition - Contributing to the Steering Group on training and developing action plans on training for the next 3 years. Working on the Users Guide for training and the Support Measures
<i>Name and address of employer</i>	European Commission, Youth Unit, DG Education and Culture, 200, Rue de la Loi, B-1049 Brussels
<i>Type of business or sector</i>	European institution
<i>Dates</i>	October 2001 - February 2002
<i>Occupation or position held</i>	Researcher / Independent Consultant
<i>Main activities and responsibilities</i>	Working in a research team carrying out in-depth qualitative evaluation of the 2 year Advanced Training of Trainers in Europe using participant observations, in-depth interviews and focus groups. Work carried out in training courses in Strasbourg, Slovenia and Budapest.
<i>Name and address of employer</i>	Council of Europe, Budapest
<i>Type of business or sector</i>	European institutions

Education and training

<i>Dates</i>	1997-2001
<i>Title of qualification awarded</i>	PhD
<i>Principal subjects/occupational skills covered</i>	Thesis Title: 'Young People in the Construction of the Virtual University', Empirical research that directly contributes to debates on e-learning.
<i>Name and type of organization providing education and training</i>	Brunel University, London, UK
<i>Level in national or international classification</i>	Funded by an Economic and Social Research Council Award
	ISCED 6

¹ For more information about the Europass Curriculum Vitae go to <http://europass.cedefop.eu.int>. © European Communities, 2003. Europass CV should preferably be used for applications in English but not in English speaking countries.

<i>Dates</i>	1993- 1997
<i>Title of qualification awarded</i>	Bachelor of Science in Sociology and Psychology
<i>Principal subjects/occupational skills covered</i>	- Sociology of Risk, Sociology of Scientific Knowledge/ Information Society; - E-learning and Psychology; Research Methods.
<i>Name and type of organization providing education and training</i>	Brunel University, London, UK.
<i>Level in national or international classification</i>	ISCED 5

Personal skills and competences

<i>Mother tongue</i>	English				
<i>Other language(s)</i>					
<i>Self-assessment</i>					
<i>European level (*)</i>					
	Understanding		Speaking		Writing
	<i>Listening</i>	<i>Reading</i>	<i>Spoken interaction</i>	<i>Spoken production</i>	
French	C1 Proficient user	C2 Proficient user	B2 Independent user	C1 Proficient user	C2 Proficient user
German	A2 Basic user	A2 Basic user	A2 Basic user	A2 Basic user	A2 Basic user
	(*) Common European Framework of Reference (CEF) level				
<i>Social skills and competences</i>	<ul style="list-style-type: none"> - Team work: I have worked in various types of teams from research teams to national league hockey. For 2 years I coached my university hockey team; - Mediating skills: I work on the borders between young people, youth trainers, youth policy and researchers, for example running a 3 day workshop at CoE Symposium 'Youth Actor of Social Change', and my continued work on youth training programmes; - Intercultural skills: I am experienced at working in a European dimension such as being a rapporteur at the CoE Budapest 'youth against violence seminar' and working with refugees. 				
<i>Organisational skills and competences</i>	<ul style="list-style-type: none"> - While working for a Brussels based refugee NGO 'Convivial' I organized a 'Civil Dialogue' between refugees and civil servants at the European Commission 20th June 2002. - During my PhD I organised a seminar series on research methods. 				
<i>Computer skills and competences</i>	Competent with most Microsoft Office programmes and some experience with HTML.				

Additional information

PUBLICATION

'How to do Observations: Borrowing techniques from the Social Sciences to help Participants do Observations in Simulation Exercises' Coyote EU/CoE Partnership Publication, (2002).

PERSONAL INTERESTS

Creating pieces of Art and visiting Modern Art galleries. Enjoy all sports particularly hockey, football and running. Love to travel and experience different cultures.

Notes to Europass CV

- ISCED is an acronym for International Standard Classification of Education. See below Appendix 1.
- For the self-assessment grid published within the Common European Framework of Reference for Languages, see below Appendix 2.

Andrea Davini, Via Aurelia 150, Roma – 00167, Italy
Mobile (+39) 349- 3331414 Fax (+39) 06-274443048
E-Mail: ad@yahoo.it

<i>Electronic Resume</i>

OBJECTIVE:

Seeking a challenging position in Administration in an international company.

PROFESSIONAL EXPERIENCE

*Auditing and accounting experience

- Controlled annual and quarterly reports of financial institutions quoted and non quoted in the Italian Stock Exchange (Borsa Italiana).
- Compared budget to actual numbers investigating the differences' reasons and reporting related problems.
- Revised general accounting procedures conducting both substantial and detail test.
- Mapped risks and controlled information systems procedures of large companies and financial institutions providing advice for critical process.
- Supervised interbank reconciliation and title reconciliation.
- Provided accounting services, bookkeeping and invoice registering to professional, entrepreneurs and small companies (both limited/unlimited liability).

*Fiscal experience

- Prepared and sent VAT and revenue declaration (Unico, IRAP) using Entratel electronic service according to the Italian Revenue Agency provisions.
- Provided fiscal advisory services.

*Financial experience

- Controlled investment funds' Net Asset Value.
- Prepared business plans and budgets for international entrepreneurs.
- Estimated financial risk exposure in derivative trading.
- Provided financial advisory services for bank clients.

*Marketing experience

- Trained entrepreneurs in developing marketing strategies.
- Collaborated with the organization of the International Conference for Cooperation & Competition.

WORK HISTORY

2004 – to date. Monte dei Paschi di Siena (www.mps.it). Rome. Bank teller. Checked cashing, accepted deposits and loan payments, and processed withdrawals.

2002 – 2004. Postgraduate professional accounting practice to become the equivalent of a Certified Public Accountant according to the Italian law (www.cndc.it).

2001 – 2002. Deloitte Italia (www.deloitte.it). Rome. Auditor for Global Financial Service Industry (Bank Foundations, Bank Groups).

COMPUTER SKILLS

- Excellent Computer skills, especially in the use of Microsoft OS, Office automation package, Lotus Notes (IBM). Basic knowledge of Linux OS, Open Office suite database management (Oracle and Access) and integrated business solutions Sap Business One.
- Very good knowledge of custom-tailored auditing and risk management software: AS2 (Smart Audit Support) ACL for Windows, Win Sample.
- Very good knowledge of both statistical sampling and accounting software: Spss, Minitab, Suite Sistema IPSOA, Buffetti Bridge, Leader Unico e Contabilità.

LANGUAGE SKILLS

- Italian mother tongue
- Fluent in English

EDUCATION

2003. Second level Master in “Intermediari, emittenti e mercati finanziari: regolamentazione, organizzazione, corporate governance e controlli” (focused in quotation rules, internal control systems, market and shareholders information, www.masterfinanza.it). University of Rome “La Sapienza”. Faculty of Economics. Department of Private Law. Final grade: 30/30.

2002. Laurea (four-year degree) in Economia Aziendale. University of Rome “Roma Tre”. Faculty of Economics “Federico Caffé” (host.uniroma3.it/facolta/economia). Final grade: 110/110 magna cum laude.

2001. Bachelor Degree of Science in Business Studies and Economics. University of Vaxjo (Sweden, www.vxu.se). Faculty of Economics and Social Sciences. Final grade: “Passed with distinction” (highest grade).

AWARDS

Golden Moose Award from Vaxjio University

OTHER PERSONAL INFORMATION

- Excellent interpersonal and communication skills both oral and written.
- Strong work ethic and able to work well within a team environment.
- Highly motivated and enthusiastic, capable of working on own initiative.

This fourth resume has been compiled to be posted in an online form. The following are some suggestions for writing e-resumes.

- Since electronic resumes are later saved and read as .txt documents, their layout must be very simple:
 - To outline the various sections, use only characters that can be recognized in .txt format: CAPITAL and lower case letters, dashes, asterisks etc. Don’t use bold, italic or underlined letters, because once the document has been posted they won’t be seen as such.
 - Before posting, save a copy of your resume in .txt and check it.
- E-Resumes are saved in data-banks and retrieved by means of keywords. In order to be sure to have the chance to be “picked up” by the prospective employer, read carefully the job advert and use the same keywords that describe the position required.

A Few Don'ts (and Dos) About Compiling a Resume

- 1) Don't translate your address, please. Imagine your postman trying to deliver a letter to "Field Square" or, even better, "Square of the Field", Siena. It's ridiculous!
- 2) Put the Italian international country code in front of your phone or fax numbers: +39. Since you are writing your CV for companies located abroad, they may need it if they want to contact you.
- 3) If you are writing to firms located in the UK, the US etc.
 - a. don't include information about your age and marital status unless it is specifically required
 - b. don't send a picture of yourself unless it is specifically required
 - c. don't include information about race and financial status, health, religion, or information about your spouse or your children.

This type of information may be a source of discrimination, so it is not considered "politically correct".

- 4) In the Education section don't invent credentials (i.e. *titoli di studio*), and don't adopt them from foreign academic systems. Some institutions, such as Duke University, Durham, NC, USA, publish and regularly update International Credential Guides (see for example the web page: www.gradschool.duke.edu/about_us/directors_of_graduate_studies/administrative_documents/Credentials.pdf). It is from this type of publication that you can take the official "labels" which can be used to introduce your degree. Bachelor, for example, is OK; others (e.g. B.Sc.) are actually meaningless when applied to Italian university. Don't use "Graduate" or "Post-graduate Degree" when speaking of *Laurea specialistica*. According to international rules – see http://en.wikipedia.org/wiki/Bologna_process – our LS is still an undergraduate degree. For the same reason, *Laurea specialistica* can't be considered a *Master's Degree*. Some suggestions for your degree at university level:

Laurea triennale:	Bachelor (o Bachelor's) Degree in...
Laurea specialistica:	Specialist Bachelor (o Bachelor's) Degree in...
Laurea vecchio ordinamento:	Laurea (Italian degree) in ... / Four-year university degree in...

Some suggestions for secondary school degrees:

High School Diploma, Liceo Scientifico Volta, Bologna.
High School Certificate, Liceo Classico Carducci, Vicenza.

Only *Ragioneria* can be translated as "Book-keeping and accounting".

- 5) In the Work Experience section, don't invent professional profiles that do not exist in English. If you don't know how to label the position you have held, search for it on the Internet. Look here, for example: <http://jobprofiles.monster.com/>.
- 6) Describe in detail all the positions you have held and the experience you have gained using proper "action verbs" (see next page).

ACTION VERBS

The following are action-oriented verbs that can be used throughout your résumé and personal presentations to **convey energy, accomplishments, and skills**. Too often, job seekers unconsciously adopt a passive approach to describing their past experiences. Typical of this approach is the phrase "Responsibilities include..." which appears regularly on résumés. However, a prospective employer **doesn't want** to know what you were *supposed* to do; he or she **needs** to know *how* you discharged the duties! These words **should** be the lead words in phrases, which tell you what you **really** did! These phrases will convey what you are **capable** of taking on in the future. Incidentally, they are often the words employers use when they describe their needs in the positions they have to offer. This list is **not** all-inclusive, so use your own action verbs when you don't find the right words here. **REMEMBER:** if you are currently doing the task, keep the action verb in present tense. **NB. Notice how action verbs are used in the Europass Curriculum Vitae.***

ACCOMPLISHED	DEALT	IMPLEMENTED	PROMOTED
ACHIEVED	DEBATED	IMPROVED	PROVIDED
ACQUIRED	DECIDED	INCLUDED	PURCHASED
ADJUSTED	DEFINED	INCREASED	QUALIFIED
ADMINISTERED	DELEGATED	INDICATED	QUESTIONED
ADVISED	DELIVERED	INITIATED	RATED
ANALYZED	DEMONSTRATED	INSPECTED	RECOMMENDED
APPLIED	DESIGNED	INSTRUCTED	RECORDED
APPRAISED	DETERMINED	INSURED	RECRUITED
ARRANGED	DEVELOPED	INTERPRETED	REHABILITATED
ASSESSED	DEvised	INTERVIEWED	RELATED
ASSISTED	DIRECTED	INTRODUCED	REPAIRED
ASSURED	DISCOVERED	INVESTIGATED	REPORTED
AWARDED	DISPENSED	JOINED	RENOVATED
BOUGHT	DISPLAYED	KEPT	REPRESENTED
BRIEFED	DISTRIBUTED	LAUNCHED	RESEARCHED
BROUGHT	EARNED	LED	REVIEWED
BUDGETED	EDITED	LOCATED	REVISED
CALCULATED	EDUCATED	MAINTAINED	SELECTED
CATALOGED	ELECTED	MANAGED	SERVED
CHAired	ENCOURAGED	MASTERED	SHIPPED
CHANGED	ENLISTED	MEASURED	SIMPLIFIED
CLASSIFIED	ENSURED	MEDIATED	SKETCHED
CLOSED	ENTERTAINED	MODIFIED	SOLD
COACHED	ESTABLISHED	MONITORED	SOLICITED
COLLECTED	ESTIMATED	MOTIVATED	SOLVED
COMBINED	EVALUATED	NAMED	SPECIFIED
COMMUNICATED	EXAMINED	NEGOTIATED	STARTED
COMPARED	EXCELLED	OBSERVED	STREAMLINED
COMPLETED	EXECUTED	OBTAINED	STRENGTHENED
COMPUTED	EXHIBITED	OPERATED	STUDIED
CONCEIVED	EXPANDED	ORDERED	SUGGESTED
CONCLUDED	EXPEDITED	ORGANIZED	SUMMARIZED
CONDUCTED	EXPLAINED	OVERSAW	SUPERVISED
CONFRONTED	FACILITATED	PAID	TARGETED
CONSTRUCTED	FINANCED	PARTICIPATED	TAUGHT
CONTINUED	FORECAST	PERFORMED	TESTED
CONTRACTED	FORMULATED	PERSUADED	TRAINED
CONTROLLED	GAINED	PLACED	TRANSLATED
CONVINCED	GATHERED	PLANNED	TREATED
COORDINATED	GRADED	PREPARED	UPDATED
CORRECTED	GREETED	PRESENTED	USED
CORRESPONDED	GUIDED	PROCESSED	WORKED
COUNSELED	HANDLED	PRODUCED	WROTE
CREATED	HELPED	PROGRAMMED	
CRITIQUED	IDENTIFIED	PROJECTED	

* From Georgia Southern University Career Services, online at <http://students.georgiasouthern.edu/career/students/buzzwords.doc>.

Exercise 1 - Complete the following lists of job tasks and personal skill descriptions with an appropriate action verb (one verb for each list).

a) _____

- _____ and presented a case on forecasting the Fraud in Telecommunication Industry using Regression analysis, Neural Network and Genetic Algorithms.
- _____, developed and presented recommendations for numerous Harvard business case studies as part of Management consulting and Strategic Planning courses.
- _____ and assessed the online business of Amazon.com Vs BarnesandNoble.com and developed a strategic plan for Barnes and Noble to compete with Amazon.com in the online business

b) _____

- Analyzed and _____ a Program plan for the case study - Denver International Airport and suggested recommendations to the problems associated with the program as part of the advanced project management course.
- Analyzed a case study on the German publishing house - Bertelsmann AG and _____ a 5-year strategic plan as part of our Strategic Planning course.
- Analyzed and assessed the current IT plan of Lantronix Corporation (SEC 3577) using Porter's Five Force Model and _____ a strategic plan as part of the IT Strategy course.

c) _____

- _____ daily operations of imports division
- Recruited, trained and developed a staff of 25 in sales & marketing, finance, customer service, technical service and logistics and _____ all employee relations.
- Designed and _____ development of corporate website.
- _____ implementation of marketing plans.

d) _____

- _____ and trained 4 person development staff. Led product development, and usability teams. Researched emerging web and event standards.
- _____ development of the "Enterprise Model" for CIM (Corporate Information Management), a multi-billion dollar Information Technology program for DOD.
- Directly _____ seven consultants, providing technical guidance and workload management.
- _____ senior executive-level client relationships at Fortune 100 companies.

e) _____

- _____ western market share from 16% in 1989 to 35% in 1991
- _____ market share and sales resulting in construction of new US manufacturing facility.
- _____ sales, conversion rates, and usability with design and business improvements
- Enhanced corporate identity and _____ company client database by 15% through new lead generation and business development.

Exercise 2 - The following are descriptions of past job experiences from real American students' resumes. Choose an appropriate action verb for each sentence (pay attention to the prepositions in bold). By the way, notice how well American students can sell themselves ;-)))

Waiter, Boudreaux's, Blacksburg, VA Fall 2002 – present

- (1) _____ 20 hours per week to help fund college education.

Self-employed, Lawn care business, Frederick, MD Summer 2002

- (2) _____ business through cold calls and visits.
- (3) _____ customer base through referrals for quality work.
- (4) _____ all necessary equipment maintenance and repairs.

Server, Family Restaurant, Frederick, MD, 1999 – 2001, High school & summers

- (5) _____ **on** and (6) _____ excellent customer service practices in fast-paced, work environment.
- (7) _____ **in** corporate program to increase sales; (8) _____ all sales goals.
- (9) _____ 40 or more hours per week in summers; (10) _____ 15 hours per week during school year.

Area Director, Camp Greystone, Tuxedo, NC Summer 2003

- (11) _____ staff of four while supervising twenty campers.
- (12) _____ crafts, sports, and cooking.

Financial Intern, Merrill Lynch, Jacksonville, Florida Summer 2003

- (13) _____ **with** calculation and development of loan loss factors
- (14) _____ data and budgets
- (15) _____ calls to inform existing clients of new services

Commercial Loan Intern, First Florida Bank, Ft. Lauderdale, Florida Summer 2002

- (16) _____ accounts in the automated teller system
- (17) _____ financial data **to** commercial account officers
- (18) _____ the collection of arrears

Legal Assistant, Huffman, Harvey, Hill, Statesboro, Georgia August 2000 – present

- (19) _____ attorneys **in** handling insurance claims
- (20) _____ legal terms related to insurance work

Intern, Georgia Southern University, Dept. of Human Resources, Statesboro, GA Summer 2003

- (21) _____ **in** Staff Training and Development, Employment and Benefits
- (22) _____ benefit letters **to** all employees
- (23) _____ **in** New Employee Orientation
- (24) _____ a survey to obtain feedback from training participants
- (25) _____ resumes for current position openings and pre-screened applicants

Appendix 1

INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION

According to the revised **International Standard Classification of Education from 1997 (ISCED - 97)**, educational programmes may be classified as follows. The old classification (ISCED-76), which applies for data on enrolments and graduates before 1998, is indicated in parenthesis, if it is different from the revised version:

- **ISCED 0** = Education preceding the first level (pre-primary)
- **ISCED 1** = Education at the first level (primary)
- **ISCED 2** = Education at the lower secondary level
- **ISCED 3** = Education at the upper secondary level
- **ISCED 4** = Post secondary, non-tertiary level. Programmes that straddle from an international point of view the borderline between secondary and tertiary education, although the content level is not significantly higher than at the tertiary level. (Before 1998 included in ISCED 3 or 5)
- **ISCED 5B** = Programmes at the tertiary level that focus on practical, technical or occupational skills for direct entry into the labor market. (ISCED-76: level 5)
- **ISCED 5A** = Programmes at the tertiary level equivalent to university programmes. (ISCED-76: level 6)
- **ISCED 6** = Advanced research programmes at the tertiary level, equivalent to PhD programmes. (ISCED-76: level 7)

Tertiary programmes are sub-classified into ISCED 5A, ISCED 5B and ISCED 6 programmes:

- **ISCED 5A** programmes are largely theory-based and are designed to provide sufficient qualifications for entry to advanced research programmes and professions with high skill requirements, such as medicine, dentistry or architecture. Tertiary-type A programmes have a minimum cumulative theoretical duration (at tertiary level) of three years' full-time equivalent, although they typically last four or more years. These programmes are not exclusively offered at universities. Conversely, not all programmes nationally recognized as university programmes fulfil the criteria to be classified as tertiary-type A.
- **ISCED 5B** programmes are typically shorter than those of ISCED 5A and focus on practical, technical or occupational skills for direct entry into the labor market, although some theoretical foundations may be covered in the respective programmes. They have a minimum duration of two years full-time equivalent at the tertiary level.
- **ISCED 6** programmes lead to the award of an advanced research qualification. The programmes are devoted to advanced study and original research. They require the submission of a thesis or dissertation of publishable quality that is the product of original research and represents a significant contribution to knowledge. They are not solely based on course-work and prepare recipients for faculty posts in institutions offering ISCED 5A programmes, as well as research posts in government and industry.

Source: *Education at a Glance*, 2004, OECD,
[Copyright OECD HEALTH DATA 2005, October 05](#)

Last update : 04/27/2005

Appendix 2 – European Self-Assessment Grid

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Appendix 3. The meaning of the Italian “Laurea”

Laurea

Retrieved from "<http://en.wikipedia.org/wiki/Laurea>"

In [Italy](#), the *laurea* is the main [post-secondary academic degree](#).

Until very recently, *lauree* took much longer to earn than [undergraduate](#) degrees elsewhere in Europe and North America. To earn a *laurea*, the student had to complete 4 to 6 years of university courses (though it was customary to describe progress in terms of number of exams passed, rather than years), and also complete a [thesis](#), which in most cases required experimental work. *Laureati* are customarily addressed as *dottore* (for a man) or *dottoressa* (for a woman), i.e. "doctor". The new system makes no formal provision for degree graduates to be addressed as Doctor.

Until the introduction of the [dottorato di ricerca](#) in the mid-1980s, the *laurea* constituted the highest academic degree obtainable in Italy and allowed the holder to access the highest academic careers. Famous scientists Nobel prize winners such as [Enrico Fermi](#) and [Carlo Rubbia](#) held a *laurea* in physics as their highest degree. The reason is that the Italian laurea included high-level courses and thesis work which normally were sufficient to prepare for a career in research and academia.

The *dottorato di ricerca*, which was introduced in the mid-1980s and consisted in 3 years of Ph. D.-level courses and experimental work with thesis, all paid for by the state, gained popularity very slowly because only very few positions were made available by the state because of reasons of funding. Indeed, the Italian Republic has never made the *dottorato di ricerca* a requirement to become professors in the Italian academy. Beginning in 2000, unfunded positions for *dottorato di ricerca* have been made available, thus allowing a wider access to the degree.

Spurred by the [Bologna process](#), a major reform was instituted in [1999](#) to introduce easier university degrees comparable to the bachelors. The ordinary *laurea* was split into undergraduate (equivalent to a [bachelor's degree](#)) and postgraduate studies (equivalent to a [master's degree](#)). The new *laurea triennale* (undergraduate) includes bachelor-level courses, simpler than those of the old *laurea*, and its normative time to completion is three years (note that university-bound Italians normally graduate from *scuola secondaria superiore*, high school, at the age of nineteen). To earn a *laurea triennale*, the student must complete a thesis, but a less demanding one than required for the old *laurea*. The *laurea specialistica* or *laurea magistrale* (postgraduate) can be earned in a two-year programme after the *laurea triennale*, and requires an experimental thesis. The work required to attain the *dottorato di ricerca* lasts three years and can be undertaken only after achieving a *laurea magistrale*.

The Italian State failed to defend the old *lauree* in the new European University system designed after the Bologna process. Even if the Italian law of 5/5/2004 recognized that a 4 year *laurea* be equivalent to 300 [ECTS](#) credits, in many EU states the old Italian *lauree* are under-valued: not least because very often the holders of a Laurea themselves insufficiently compare their qualification to a Bachelor's degree. This greatly affects the limitations on freedom of movement for Italian citizens inside the EU. Finland, for example, is one of the states that recognize the old Italian *laurea* as a full MA degree.

b. Writing Cover Letters

A curriculum or resume is always sent (either by snail mail or e-mail) together with a cover letter. While the resume is a somewhat generic advertisement for yourself, the cover letter allows you to tailor your application to each specific job. Although the thrust of your various letters may remain the same, with the assorted text-processing options available—options that include find-and-replace and merging capabilities—there is really no reason to have a single, generic cover letter. Effective cover letters are constructed with close attention to

- Purpose
- Audience
- Content
- Format

Purpose

Your cover letter and resume usually provide all the information which a prospective employer will use to decide whether or not you will reach the next phase in the application process: the interview. While your goal is an interview and, ultimately, a job offer, the more immediate purpose of your cover letter in some cases may simply be to gain an attentive audience for your resume.

Audience

A cover letter provides, in a very real sense, an opportunity to let your prospective employer hear your voice. It reflects your personality, your attention to detail, your communication skills, your enthusiasm, your intellect, and your specific interest in the company to which you are sending the letter.

Therefore, cover letters should be tailored to each specific company you are applying to. You should conduct enough research to know the interests, needs, values, and goals of each company, and your letters should reflect that knowledge.

Content

A cover letter should be addressed to the specific company and the specific individual who will process your application. You can usually find this through research or simply by calling the company to find out who you should address your letter to.

The letter should name the position for which you are applying and also make specific references to the company. Indicate your knowledge of and interest in the work the company is currently doing, and your qualification for the position. You want the reader to know:

- why you want to work at that specific company,
- why you fit with that company
- how you qualify for the position to which you applying.

In addition to tailoring your application to a specific job with a specific company , the cover letter should also

- highlight the most important and relevant accomplishments, skills, and experience listed in your resume
- point to the resume in some way (as detailed in the enclosed resume")
- request specific follow up, such as an interview.

Format

A cover letter should be in paragraph form (save bulleted lists for your resume) with a conversational, though formal, tone.

The first paragraph should be brief, perhaps two or three sentences, stating

- what job you are applying for and how you learned about it
- any personal contacts you have in or with the company
- your general qualifications for the job.

The body of your letter should consist of one to three longer paragraphs in which you expand upon your qualifications for the position. Pick out the most relevant qualifications listed in your resume and discuss them in detail, demonstrating how your background and experience qualify you for the job. Be as specific as possible, and refer the reader to your resume for additional details.

The concluding paragraph of your letter should request an interview (or some other response, as appropriate). State where and when you can be reached, and express your willingness to come to an interview or supply further information. Close by thanking your reader for his or her time and consideration.

Below you find an online advert and an e-mail cover letter to be sent with the resume. Read them, do the exercise related to text 2 and discuss how the two texts match.

Text 1 - Online advert

Senior Manager - Fitness

Fitness Background
Great Opportunity
16K+PT+Classes
Buckingham, Buckinghamshire

An expanding Health Club is looking for an experienced Senior Manager with an overall strong background in Fitness. A background in Administration, Human Resources, Sales operations etc. is also a bonus.

Effectively working as the number one in this independent health club in Buckinghamshire, your main focus will be to oversee the gym team and studio. A very hands-on multifunctional role, you will also have operational responsibilities (open/closing, facility checks, cash-handling etc.) and be expected to take inductions, write programmes, personal train, take group exercises, and ensure that all gym procedures are adhered to.

You will have experience of at least two years on the gym floor and as a supervisor. You will be ambitious, self-motivated, a strong leader and passionate about providing an outstanding service.

You will have strong leadership skills and communication skills.

Email: onlineads@JobRecruit.uk

Posted Date: Tuesday, 20/04/2005
Reference No: 2005 FFX
Arrangement: Full Time
Location: Buckingham, Buckinghamshire
Sector: Management



Apply now



Email to a friend



Print this job

Text 2 - E-mail application (to the advert above)

Date: Mon, 2 May 2005 12:31:48 -0400 (EDT)
From: Christine Miller <Christine.Miller@lasportsclub.com>
To: online@JobRecruit.uk
Subject: Application for Senior Manager - Ref. no. 2005 FFX

Dear (1) _____,

I am replying to your posting of (2) _____ for an experienced Senior Fitness Manager (Ref. no. (3) _____).

My name is Christine Miller and I am currently employed as a Recreational Manager at the LA Sports Club in Boston, MS, USA. I have a BSc in Psychology and a MSc in Clinical Exercise Physiology, and I have worked in the fitness industry for 7 years both in Europe and the US.

I am (4) _____ to relocate to the UK in 6 months' time with my husband and children and would be interested in taking up a position with your Health Club.

I am (5) _____ a copy of my CV and would be happy to provide you with any further information and references if necessary.

My mobile phone no. is +01(978)352-60787 and my e-mail address is Christine.Miller@lasportsclub.com.

I look forward to (6) _____ from you.

(7) _____

Christine Miller
Senior Recreational Manager
LA Sports Club
Boston 653 - US

Exercise 1 - The above is an e-mail application for the position advertised on **Text 1**. Complete the text with the terms below. You will need to refer to **Text 1** for some of the information.

planning - Yours sincerely - 2005 FFX - Sir/Madam - hearing - April 20, 2005 - attaching

Text 3 - Sample Cover Letter 1 (hardcopy - in response to a different ad)**Gracie E. Goodwin**

PO Box 1881

Milwaukee, WI 53201

Tel. 414-288-3577

e-mail ggoodwin@mu.edu

Header / Sender

March 29, 2004

Date. Keep in mind the difference between EU and US formats!

EU → dd/mm/yy

US → mm/dd/yy

Jonathon Saunders

The Best Company in the World

1212 33rd Street, Suite #1

Omaha, Nebraska 68144

Addressee / Recipient

Dear Mr. Saunders,

Opening salutation (see below for a proper choice)

I am writing in reference to the Assistant Director of Human Resources position listed recently in the *Milwaukee Journal Sentinel*. This position interests me because of my strong interest in working with employees in the area of human resources. In addition, I believe my background and skills fit well with your company's mission which states a goal: "To select and employ the most capable and satisfied employees."

My experience at ABC Company reflects twelve years of experience in a corporate setting. During these years, I have been able to take on increasingly more responsibility through my promotions. Each of these positions has given me the opportunity to explore various aspects of the organization. Most recently as the Division Manager, I have been able to strengthen my skills in working with diverse groups of people. I work well solving conflicts between employees, whether they be employer/supervisor conflicts, or employee/employee conflicts. In addition, my strong organization and leadership skills, which are constantly being challenged and developed, allow me to be a successful, contributing employee to ABC Company.

Enclosed please find a current copy of my resume and references. If you should have any questions regarding how my skills fit with your organization, please give me a call at 414-288-3577. I may also be reached by E-mail at ggood-win@mu.edu. Thank you for considering me for this position. I look forward to hearing from you soon.

Body
of the
letter

Sincerely,

Complimentary close (see Appendix for a proper choice)

Grace E. Goodwin

Signature (typed)

Grace E. Goodwin

Signature (handwritten)

Enclosure: Resume

Enclosure listing

Text 4 - Sample cover letter 2 (hardcopy)

1000 Terrace View Apts.
Blacksburg, VA 24060
(540) 555-4523
stuvvw@vt.edu

March 25, 2003

Mr. John Wilson
Personnel Director
Anderson Construction Company
3507 Rockville Pike
Rockville, MD 20895

Dear Mr. Wilson,

I read in the March 24th Washington Post classified section of your need for a Civil Engineer or Building Construction graduate for one of your Washington, DC, area sites. I will be returning to the Washington area after graduation in May and believe that I have the necessary credentials for the project.

I have worked at various levels in the construction industry every summer since the 8th grade. As you can see from my resume, I worked several summers as a general laborer, gradually moved up to a carpenter, and last summer I worked as assistant construction manager on a 100 million dollar job.

In addition to this practical experience, I will complete requirements for my Building Construction degree in May. As you may know, Virginia Tech is one of the few universities in the country that offers such a specialized degree for the construction industry. I am confident that my Building Construction degree, along with my years of construction industry experience, make me an excellent candidate for your job.

The Anderson Construction Company projects are familiar to me, and my aspiration is to work for a company that has your excellent reputation. I would welcome the opportunity to interview with you. I will be in the Washington area during the week of April 12th and would be available to speak with you at that time. In the next week to ten days I will contact you to answer any questions you may have.

Thank you for your consideration.

Sincerely,

Steve Mason

Steve Mason

Enclosure

Below are further examples of cover letters, both American (from www.jobbankusa.com/) and British (from <http://www.ljmu.ac.uk/Careers/66236.htm>). Notice the “cultural” differences between the two documents. Which one is “more formal”? Which one more “enthusiastic”?

Remember that CVs/Resumes and Cover (or “Covering”, in British English) Letters are to be considered as marketing tools. If you want to sell a product (in this case, yourself), you have to tailor your campaign to reach the right target market. Indeed, marketing strategies vary from country to country and from culture to culture. Do some research about the writing customs of the country you wish to apply in (and look for samples) before compiling your job search documents.

Text 5. Sample Accountant Cover Letter - Entry Level

Amy Smith
123 Main Street
Atlanta, GA 30339
Home: (555) 555-1234
Cell: (555) 555-1235

September 30th, 2004

Roy Acuff
CFO, Houseman Corp.
457 Sycamore
Atlanta, GA 49783

Mr. Acuff

This morning, I was very excited to read your jobbankusa.com posting for an entry level accountant opening. During the last ten years, I have had the privilege to learn about this field from the ground up.

Beginning with my first job as an assistant accounting clerk, I have enjoyed the challenge of continuously applying the best accounting practices to help deliver business goals. To continue adding value to the business, constant improvement has been necessary, both personally and on the job. To that end, I have consistently sought training in the newest technological and accounting developments, then put them to work for my employers.

The results have been worth the effort. Each year, the Accounts Payable division of my current employer, has become more accurate and efficient, eliminating late or incorrect payments and saving the company thousands of dollars.

I look forward to bringing this dedication to efficiency and growth to your organization as an entry level accountant. To schedule an interview, and learn how I could immediately begin contributing to Houseman Corp.'s success, please call me at (555) 555-1234.

Thank you,

Amy Smith

Text 6. Sample Trainee Personnel Manager Cover Letter

Ms E Taylor
Head of Graduate Recruitment
Hough, Hough, Hough and Blowyourhousedown
24 Manchester Road
Salford
M12 7RT

22nd January 2004

Dear Ms Taylor

Further to your advertisement for a trainee personnel manager in Prospects Today issue H Wednesday 15th January 2004, please find my application as requested.

You will note from my CV that I shall graduate in the summer with a Business Studies degree (2:1 forecast) having studied relevant personnel options, giving me IPD exemption to level 2.

You will also find that I have spent 12 months in relevant and satisfying experience within a large manufacturing company where I was able to develop many skills which could easily transfer to yourselves. I took an active role in graduate recruitment, and was given responsibility for the organisation of many In House training courses. The highlight of my sandwich placement was, undoubtedly, the presentation I gave to senior management, on the effectiveness of their graduate recruitment campaign.

My interest in your company was ignited when I read a local newspaper article, highlighting your continued success and outlining your vision of continued growth beyond the millennium. Having read your recruitment literature I feel your training programme will enable me to meet my own personal goals in a dynamic, yet friendly environment.

I would welcome the opportunity to discuss my application further and am available for interview at your convenience. Please note, however, that I am available at my termtime address between January and May. Any correspondence after 31st May should be directed to my home address.

Yours sincerely

David Smith

Enc.

Opening salutations and complimentary closes

“At the start of your cover letter, there is one essential rule that you can't afford to ignore: **aim your greeting at the person who's going to give you the job.** According to recruiter, Rolande LaPointe, "One of the most common mistakes that people make when writing cover letters is not addressing their letters properly."

This is a terrible mistake – especially because it's so easy to avoid. It sends up a red flag to the employer that you aren't right for the job. Most of the time, a letter misaddressed or with a misspelled greeting is going to get thrown out before the reader even gets to the main body! [...]"

Karen Silins

<http://www.breakthrough-cover-letters.com/html/cover-letters/articles/opening-salutations.html>

These are the words of Karen Silins, a professional resume and cover letter writer and the acting president and executive board member of the Association of Online Resume & Career Professionals (US). In other terms, the way you start your cover letter shows a lot of information about yourself (politeness, attention to details, etc), so don't make mistakes and look at the table below for some advice.

OPENING SALUTATIONS	WRITE	IF...	LEVEL OF FORMALITY
	Dear Mr/Mrs/Ms Brown (or Dr. / Prof...),	- you know the recipient's name and/or professional title	+
	Dear Anne,		-
	Hallo/Hi John,		--
	Dear Sir/Madame	- you DO NOT know the recipient's name - you are writing to a firm or an unknown group of people	++

Please, also notice the following points:

- When writing to ladies, use Mrs only if you are sure that your addressee is married. Otherwise, use Ms (both for married and unmarried women). It is more politically correct.
- There are times when an ad gives little or no company information, maybe just a P.O. Box number for mailing your application or an e-mail address with no identifying characteristics. Occasionally, you won't be able to obtain a person's name. In these cases, use a more generic greeting. If you run into this problem, please use "Dear Ladies and Gentlemen:" (AmEn) or "Dear Sir / Madame," (BrEn) for your salutation.
- In the event that the addressee's gender is not implied by the first name, i.e., "Leslie Smith," the address should not contain any reference to "Mr." or "Ms." and the salutation should read "Dear Leslie Smith."
- If you are an Italian graduate (in Italian, "dottore"), please don't refer to yourself as a "Dr." or "Doctor" in English. Only if you have a Ph.D or Italian "Dottorato", you can introduce yourself as a "Doctor".

The correct complimentary close depends on the opening salutation chosen:

COMPLIMENTARY CLOSE	IF YOU HAVE USED...	CHOOSE	LEVEL OF FORMALITY
	Dear Mr/Mrs/Ms Brown (or Dr. / Prof...),	Yours Sincerely/ Sincerely Yours (USA)	+
	Dear Anne,	Yours	-
	Hallo/Hi John,	Best/My regards Bye bye See you	--
	Dear Sir/Madame	Yours faithfully Yours truly Truly Yours (USA)	++

The following expressions may be useful when writing other also other types of business letters:

BODY OF THE MESSAGE	ITALIAN	ENGLISH	LEVEL OF FORMALITY
	Con riferimento al Vostro...	With reference to your...	++
	In risposta al Suo messaggio/alla Sua domanda su...	In reply to your message/question about...	++
	Ho letto il vostro articolo/saggio su...	I have read your article/essay about...	=
	Sono (particolarmente) interessato a...	I am (very) interested in...	=
	Sarei lieto di sapere/conoscere/avere maggiori informazioni...	I would be glad to know/have further information...	=
	La/Vi ringrazio del messaggio a proposito di...	Thank you for your message about...	=
	Ti ringrazio per il tuo messaggio del 18 luglio scorso	Thanks a lot for your message of July 18	-
	Sono lieto di accettare il tuo invito...	I am pleased/happy to accept your invitation for...	=
	Sono spiacente di non poter accettare il tuo/Suo/vostro invito a causa di un precedente impegno	I regret/am sorry that, because of a previous engagement, I cannot/am not able to accept your invitation	=
	Desidero ringraziarLa/ti/Vi per la gentilezza e per tutto quello che avete fatto durante il mio soggiorno...	Thank you very much for your hospitality and kindness	+
	E' stato gentile da parte tua/Sua/vostra	It was very kind of you to...	=
	Fatemi/ci sapere se ha/avete bisogno di ulteriori informazioni	Please, let me/us know if you need further information	+
	Rimango/Rimaniamo in attesa di sentirLa/Vi presto	I/We look forward to hearing from you soon	+
	In attesa di una Vostra risposta, distintamente Vi salutiamo	Awaiting your reply, we remain Yours faithfully	++

Part 2 - Exercise Key

Part 2 – a. Writing Cvs/Resumes

Exercise 1 - a) Analysed / Analyzed, b) Developed, c) Oversaw, d) Managed, e) Increased.

Exercise 2 - The verbs employed in the original texts are the following, but some experiences may be described using also other verbs: 1) Worked, 2) Solicited, 3) Increased, 4) Performed, 5) Trained **on**, 6) used, 7) Participated **in**, 8) achieved all sales goals, 9) Worked, 10) worked, 11) Directed, 12) Taught, 13) Assisted **with**, 14) Analyzed, 15) Conducted, 16) Oversaw, 17) Provided (financial data) **to**, 18) Handled, 19) Assisted (attorneys) **in**, 20) Mastered, 21) Worked **in**, 22) Distributed (benefit letters) **to**, 23) Participated **in**, 24) Developed, 25) Reviewed.

Part 2 – b. Writing Cover Letters

Exercise 1 - 1) Sir/Madam, 2) April 20, 2005, 3) 2005 FFX, 4) planning, 5) attaching, 6) hearing, 7) Yours sincerely.