

Lesson Plan 4 RESUME WRITING

OBJECTIVE:

Upon successful completion, students will be able to create a complete resume representing their skills, experience, and educational background.

CAREER PREPARATION LEARNING RESULTS MET OR PARTIALLY MET:

- A.2. Analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities.
- B.1. Use a career planning process that includes self-assessment, personal development, and a career portfolio as a way to gain initial entry into the workplace.
- B.2. Demonstrate job-seeking skills.
- B.3. Assess personal, educational, and career skills that are transferable among various jobs.

SKILLS UTILIZED:

Listening, English grammar and composition, business etiquette, keyboarding, editing

NECESSARY SUPPLIES:

1. Copies of the Maine Career Advantage *Career Portfolio*.
2. Copies of handouts: *Resume Worksheet*, *Creating the Effective Resume*, *Resume Tips and Suggestions*, and *Action Verbs to Strengthen Your Resume*.
3. *Sample Resume* and *Fill in the Blank Resume Form*, if desired.

TIME REQUIRED:

Five minutes at the end of one class to assign the *Resume Worksheet* followed by one 45-minute class to discuss resume structure and formatting. A follow-up class allows students to peer review other resumes.

LESSON PROCEDURE:

1. Instruct students to complete the *Resume Worksheet*. (*Note: You may want to assign this during the previous class so that students can gather the necessary information.*)
2. Ask students if they know what a resume is and how one is used. If some students know what a resume is, follow-up by seeing what they think should and should not include on a good resume.
3. Hand out *Creating the Effective Resume* and *Resume Tips and Suggestions* to students. Walk students through these guides, making sure that all of the important points are highlighted.
4. At this point, students should be able to start transferring information from their worksheet into a resume. Stress that content is more important than format. Formatting can come later.
5. Hand out the *Action Verbs to Strengthen Your Resume* and *Transferable Skills* as students begin describing their work experiences in their resume. This is typically the most difficult part of the resume. People tend to think that a job title tells it all. Ask them why they think action words are good for a resume. It would be helpful for you to suggest descriptions utilizing strong action verbs reflecting your job as a teacher. Possibilities include:
 - Developed and taught activity based, cooperative learning units.
 - Participated in team teaching lessons with other faculty.
 - Evaluated school progress toward meeting the Learning Results.
6. Point out that students have developed many skills from coursework, extracurricular activities and their total life experiences that can be applicable when completing a resume. Refer to the list of Internet sites on the handout.

ASSIGNMENT:

Students will create a draft copy of a resume aimed at a career of interest.

SUGGESTED FOLLOW-UP: Students could conduct a peer review of their draft resumes. Good resumes often borrow ideas from other resumes.

Resume Worksheet

PERSONAL INFORMATION:

Full Name:			
Address:			
Telephone Number:			
Social Security #:		Date of Birth:	
Emergency Contact:		Telephone Number:	
Do you have a driver's license?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	

EDUCATIONAL BACKGROUND

School Name:		School Address:	
Course of Study (Honors, Tech Prep, etc.):		Dates of Attendance:	From: To:
Degree/Diploma Received or Grade Level Completed:			

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Course of Study (Honors, Tech Prep, etc.):		Dates of Attendance:	From: To:
Degree/Diploma Received or Grade Level Completed:			

Extracurricular Activities (teams, clubs, volunteer work, etc.): _____

Honors and Awards Received: _____

Computer Skills (hardware and software you can use): _____

Machine Skills (include machines you can operate): _____

Specialized Skills (foreign language spoken, auto repair, etc.) _____

Resume Worksheet

WORK EXPERIENCE (List Most Recent Position First)

Employer:		Dates Employed:	From: To:
Address:			
Telephone Number:		Position Held:	
Starting Pay:	per	Ending Pay:	per
Supervisor's Name:		Supervisor's Title:	
Duties and Responsibilities:	1. _____ 2. _____ 3. _____		
Reason for leaving:			

Employer:		Dates Employed:	From: To:
Address:			
Telephone Number:		Position Held:	
Starting Pay:	per	Ending Pay:	per
Supervisor's Name:		Supervisor's Title:	
Duties and Responsibilities:	1. _____ 2. _____ 3. _____		
Reason for leaving:			

Employer:		Dates Employed:	From: To:
Address:			
Telephone Number:		Position Held:	
Starting Pay:	per	Ending Pay:	per
Supervisor's Name:		Supervisor's Title:	
Duties and Responsibilities:	1. _____ 2. _____ 3. _____		
Reason for leaving:			

Employer:		Dates Employed:	From: To:
Address:			
Telephone Number:		Position Held:	
Starting Pay:	per	Ending Pay:	per
Supervisor's Name:		Supervisor's Title:	
Duties and Responsibilities:	1. _____ 2. _____ 3. _____		
Reason for leaving:			

Resume Worksheet

REFERENCES (List At Least 2)

Name: Job Title:		Employer:	
Home Phone #:		Work Phone #:	
Home Address:		Work Address:	
How long has this person known you?			
Has this person given permission to be used as a reference?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
Why can this person recommend you for employment? _____			

Name: Job Title:		Employer:	
Home Phone #:		Work Phone #:	
Home Address:		Work Address:	
How long has this person known you?			
Has this person given permission to be used as a reference?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
Why can this person recommend you for employment? _____			

Name: Job Title:		Employer:	
Home Phone #:		Work Phone #:	
Home Address:		Work Address:	
How long has this person known you?			
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Why can this person recommend you for employment? _____			

Name: Job Title:		Employer:	
Home Phone #:		Work Phone #:	
Home Address:		Work Address:	
How long has this person known you?			
Has this person given permission to be used as a reference?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
Why can this person recommend you for employment? _____			

CREATING THE EFFECTIVE RESUME

included elsewhere on the resume, but would be relevant to the employer. Some possibilities are:

- Type 60 words per minute
- Fluent in French

References – Although it is common practice to put “References Available Upon Request” at the bottom of a resume, most career advisors say it is unnecessary. However, there is nothing wrong with taking a nicely printed list of personal references with you to an interview. You should have 2 - 3 people who have observed your work habits (employers, teachers, coaches, etc.) and 2 - 3 people who can speak about your character. Make sure you have asked their permission to include them as references. Only ask people who will speak well of you. Create a separate list of references including their names, addresses, employers, job titles, and phone numbers. It is best to list work numbers since some people don’t appreciate calls at home. You know an employer is interested when they request a list of references.

How do I set up a resume? Your resume should be divided into distinct sections. The italicized words above are typical section headings. Do not label the heading section. Headings should stand out as boldfaced, larger text. Employers tend to have certain headings that interest them most. Make it easy for them to find them. Here are some suggested headers:

Major Headers (to be used in almost all resumes): Objective, Education, Employment History/Work Experience, School Activities.

Minor Headers (to be used if appropriate): Computer Experience, Associations, Certifications, Community Activities, Highlights of Qualifications, Honors/Awards, Interests and Hobbies, Projects, Relevant Courses, Summary of Qualifications, Volunteer Experience.

Should items be arranged in any particular order? Yes! You want your resume to be coherently organized. There are two distinct types of resumes. Most young people utilize a **Chronological Format**. The chronological style is exactly what it sounds like: It follows your work history backward from your current job, listing employers, dates, and job responsibilities. This is the format that you would most likely use if you are new to the workforce and have limited experience. Frequent job changes and work instability show up dramatically with this format. For someone who has held many jobs, the **Functional Format** is more useful. A functional resume is created without employment dates or company names. This format concentrates on skills and responsibilities and is more likely to be used after you have developed your career skills and have accomplishments to your credit.

Should I place Education above Experience or vice versa? Most high school and college students include the Education section directly after the objective. However, if you have experience that relates directly to the job you are applying for, you should place the Experience section above Education.

How important is the format? The importance of the format lies in its consistency. There is no one best resume format. Remember to stick to one format. It shows off your organizational abilities.

Should I use complete sentences when describing jobs? Not usually. Use action phrases instead. Leave out unnecessary words. Try to match your skills and experience with the employer's needs

Do the looks of a resume matter? Absolutely! When sending a resume to an employer or college, don’t skip. Use white or off-white professional weight paper and black ink. Avoid using colored paper or fancy graphics in your resume unless the job you are applying for is in a career area that might stress this type of formatting (art, graphic design, advertising, etc.) Always print resumes using a quality laser printer.

RESUME TIPS AND SUGGESTIONS

1. Final hiring decisions are rarely based solely upon the resume. The resume is your advertisement (just like the Nike swoosh or McDonald's arches) that will get you an interview. The resume should be a concise, factual, and positive listing of your education, employment history, and accomplishments.
2. Make sure your resume is **PERFECT!** It only takes one error in spelling, punctuation, or grammar to cause an employer to stop reading. Ask people to proofread your resume. Go over it with a fine tooth comb.
3. Limit your resume to one page. Only people with a great deal of related experience should have resumes longer than one page.
4. One inch margins around the page and blank lines between sections will make all the information easier to read. Use a 10-point font size minimum and avoid overuse of italics, bold, and underlining.
5. Since you probably have little work experience, you will want to emphasize your accomplishments in and out of the classroom. Volunteer activities, hobbies, sports, honor roll, and student organizations are things that help define who you are and should be highlighted. List only recent honors and awards unless they are specifically relevant to the position for which you are applying.
6. Present your job objective in a manner that relates both to the company and the job description.
7. **Sell yourself!** Create a good first impression by highlighting skills and abilities appropriate to the position. If you don't sell yourself, your resume will stay in the pile with all of the others. Separate yourself!
8. Tell the truth and nothing but the truth! Employers will pick up on "little" white lies when they interview you.
9. Choose your words carefully. In a resume, you need to sound positive and confident, neither too aggressive nor overly modest. Do not use "I." Each description of your responsibilities should begin with a verb. The following words and phrases are intended as suggestions for thinking about your experience and abilities:

accomplish; achieve; analyze; adapt; balance; collaborate; coordinate; communicate; compile; conduct; contribute; complete; create; delegate direct; establish; expand; improve; implement; invent; increase; initiate; instruct; lead; organize; participate; perform; present; propose; reorganize; research; set up; supervise; support; train; travel; work (effectively, with others)

For more action verbs, refer to the list of *Action Verbs to Strengthen Your Vocabulary*.

Fill in the Blank Resume Form

 your name, capitalized, boldfaced and 16 pt. font

 street address

 town, ME zip code

 home phone number

 email address

EDUCATION *(each heading should be in capital letters and boldfaced)*

Class of _____, _____ High School, _____, ME

Major area of study *(or coursework)*: _____

WORK EXPERIENCE *(list any job you have held)*

_____ - _____
 job title

 business name, location, dates

 describe your position duties and skills learned using key verbs

SCHOOL ACTIVITIES *(list all sports, clubs, etc. you have been involved with)*

 activity

 number of years

 number of years

COMMUNITY ACTIVITIES *(volunteer work, etc.)*

 activity

 number of years

 number of years

AWARDS *(list any awards or special recognition you have received)*

_____ - _____
 title of award

 month, year

INTERESTS *(list a few of your hobbies if pertinent)*

ACTION VERBS TO STRENGTHEN YOUR RESUME

DECISION MAKING

ACCEPT
ACTIVATE
APPROVE
AUTHORIZE
DECIDE
RENDER
REQUIRED
SOLVE
TERMINATE
TEST

MANAGEMENT

ADJUDICATE
ANALYZE
ANTICIPATE
APPROVE
DIRECT
ESTABLISH
EVALUATE
EXECUTE
MANAGE
MEET
ORGANIZE
PLAN

CHANGES

ACTIVATE
COMPARE
CREATE
DESIGN
ESTABLISH
IMPROVE
MAKE
MODIFY
STIMULATE
UPGRADE

PERSONNEL

APPRAISE
DISCHARGE
EMPLOY
HANDLE
INTERVIEW
PROMOTE
RECRUIT
SCREEN
SEEK
SELECT
TRAIN
TRANSFER

SUPERVISION

ADHERE
ASSESS
ASSIGN
COUNSEL
DEFINE
DELEGATE
DEMONSTRATE
DEVELOP
ENCOURAGE
EXERCISE
FOSTER
MANAGE
MEET
PARTICIPATE
REPORT
REQUEST
SUPERVISE

ADMINISTRATION

ADMINISTER
ENGAGE
FURNISH
INSURE
JUSTIFY
PROCESS
PROCURE
PURCHASE
RECEIVE
RECLAIM
REJECT
REQUISITION
SECURE
SHIP
STORE
SUPPLY

RESEARCH

ANALYZE
COMPILE
DEFINE
DETERMINE
DEVELOP
EVALUATE
IDENTIFY
INVESTIGATE
PREPARE
PROPOSE
RECOMMEND
RESEARCH
REVIEW
SUBMIT

PLANNING & CONTROL

ACQUIRE
ALLOCATE
ASSUME
CONTROL
EXTEND
FORECAST
FORMULATE
MEASURE
MONITOR
PLAN
PROGRESS
SCHEDULE

HELPING

ARRANGE
ASSIST
CONTRIBUTE
COUNSEL
GIVE
GUIDE
INITIATE
SERVE
SOLVE

PERSONNEL

APPRAISE
DISCHARGE
EMPLOY
HANDLE
INTERVIEW
PROMOTE
RECRUIT
SCREEN
SEEK
SELECT
TRAIN
TRANSFER

COMMUNICATION

CONTACT
CRITIQUE
DECLARE
DISPLAY
INFORM
INTERPRET
ISSUE
SPEAK
TESTIFY
WRITE

EXTERNAL ACTIVITIES

COOPERATE
COORDINATE
NEGOTIATE
PUBLICIZE
REPRESENT
STRENGTHEN

Excerpted from ACAP (Aroostook County Action Program) Workforce Development Center Resume

Transferable Skills

For lists of transferable skills that you may be able to apply to your resume, check these sites:

- http://www.dwd.state.wi.us/dwd/publications/223e_28a.htm
- http://www.quintcareers.com/transferable_skills_set.html
- <http://www.placementmanual.com/career/career-11.html>
- http://www.d.umn.edu/student/loon/car/self/career_transfer_survey.html

[SAMPLE RESUME]

JESSICA NADEAU

42 Washington Avenue
Auburn, Maine 04240
(207) 555-5555
jnadeau@internet.com

Career Objective:	Computer support technician in central Maine
Education:	High School Diploma, June 2002 Edward Little High School G.P.A. 3.2 Class Rank: 45 out of 411 Honors and Awards: Honor Roll for last three semesters Perfect Attendance Award for the last two academic years Relevant Courses: Introduction to Computer Repair I Introduction to BASIC Database & Spreadsheets Word Processing I
Computer Experience:	Neighborhood "Computer Expert" - 2001-present. Performed troubleshooting for several friends and relatives who were having difficulty with their hardware or software. Resolved the issue 95% of the time. Network Assistant (volunteer) - Edward Little High School. September 2001-May 2002. Assembled 20 computers for new computer laboratory, loaded software on each one, and networked them.
Other Experience:	Waitperson , Rolandean's, Auburn, Maine. Summer 2001. Provided efficient, friendly, quality service in busy fine dining atmosphere. Child care provider – Freeport, Maine. Summer 2000. Provided safe, warm environment for two children aged 4 and 7. Supervised their self-directed play, prepared meals and snacks, settled disputes, determined appropriate discipline, and followed bedtime routines.
Activities:	Soccer Team - 1998-2002 - Co-captain 2000-2002 Civil Rights Team - 2002 Soup Kitchen Volunteer - 1999-2001