



7.1 Resume Writing Lesson Plan

Prior to Class

Student Computer Setup:

1. Copy the Student Folder onto each desktop
2. Prepare printed copies of the following for each student:
 - 7.0.1 Resume Writing Student Manual (from the Student Folder)
 - 7.3 Resume Writing Session Survey
 - 7.4 Resume Writing Certificate of Completion (if pre-printing certificates)

Instructor Computer Setup:

Ensure that the LCD projector and computer are working properly.

Complete the Student Computer Setup on the presentation computer.

Open the following documents on your computer and then minimize them so only your desktop appears.

- 7.2 Resume Writing Presentation
- From the Student Folder:
 - 7.0.2 Chronological Resume Example
 - 7.0.3 Functional Resume Example
 - 7.0.4 Resume Editing Activity
 - 7.0.5 Resume Information Activity
 - 7.0.6 Chronological Resume Template
 - 7.0.7 Functional Resume Template
 - 7.0.8 Resume Writing Online Resources

In Class

Tell students that *Resume Writing* is a two to four hour course designed to instruct students how to craft a resume for a 21st century job search. Students will learn how to use computer resources to write, format, and distribute a resume that accurately reflects their skills, experience, and educational background.

Complete introductions. Ask if any have prior experience. Explain that we will only be going over basics because this is an introductory course. Ask about their expectations... ie: "What do you *hope to learn today?*"

Maximize *the 7.2 Resume Writing Presentation*.

Go through the *7.2 Resume Writing Presentation* using the information below to guide you. Ask students to take notes in student handbook (dotted lines are provided in the handbook for this purpose) when necessary. ENCOURAGE students to stop you if they have any questions.

Learning Goal

You will create, format, and distribute a complete resume that accurately represents your skills, experience, and educational background

INTRODUCTION

BEGIN by discussing what a resume is and why it is important:

Q. What is a resume?

A. A resume is a document that summarizes your skills, experience, and educational background. Employers look at resumes to find qualified employees.

Q. Who needs a resume?

A. EVERYBODY who wants a job needs a resume!

Q. Why is a resume important?

A. A resume is like an "advertisement" that sells you to an employer. It is almost always the first step to getting an interview.

Q. How have resumes changed with technology?

A. Today, resumes must be created with **word processing software**. Many employers now only accept resumes submitted through **e-mail** or the **web**.

Q. What makes a "good" resume?

A. A good resume should tell YOUR story. It should demonstrate professional growth and development. A good resume needs to be thorough yet concise. Why concise? See the next question:

Q. How long does an employer typically look at a resume?

A. Less than 1 minute! You must make a good first impression. Even the tiniest mistake can mean the difference between an interview or not!

ANATOMY OF A RESUME

A resume usually has these **5 Sections**:

1. Contact Information
2. Professional Summary/Objective/Career Profile
3. Employment History
4. Educational Background
5. Other Skills, Non-Work Experience, and References

SECTION 1: Contact Information

[FIRST NAME] [LAST-NAME] [Permanent Address] [Phone number] [E-mail]
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DISCUSS formatting and content of contact information.

Things to consider:

- Name should be written in a **large bold font**
- Use a permanent address that can reliably receive mail.
- Use an appropriate personal e-mail address. Give examples of appropriate and inappropriate addresses.

INAPPROPRIATE	APPROPRIATE
hawtleggs59@hotmail.com	agnes.alderman@gmail.com
chunkymonkey240@yahoo.com	cbloomis@gmail.com
iHatework@aol.com	Miguel.A.Guzman@gmail.com

SECTION 2: Professional Summary

Go over two approaches for writing a professional summary.

PROFESSIONAL SUMMARY

Experienced, resourceful and effective retail manager with proven proficiency in all aspects of boutique management. Cutting-edge merchandiser with expert ability in combining innovative display techniques with visual standards and sales strategies in order to achieve optimal retail success. Top-selling sales associate who regularly exceeds client expectations by building on-going quality relationships.

A paragraph format professional summary has these features:

- about 3~4 sentences
- written in the third-person without “I” or “[your name]”
- uses adjectives, verbs, and other focused **keywords** that “match” qualifications for the sought position. Ask the class to identify keywords in example.
- describes the scope of roles, responsibilities, achievements, career highlights

CAREER PROFILE

- Caring, compassionate Registered Nurse with seven years experience in private practice, hospital, and hospice environments
- Experienced Charge Nurse for cardiac and oncology floors for major teaching hospital
- Strong analytical skills, capable of assessing conditions and implementing appropriate intervention
- Effective trainer and educator for both peers and patients

- information is presented in organized “bite-sized” chunks. Each bullet point describes a different skill or experience—easy for quick a quick scan
- still uses focused keywords to describe roles, experience and skills
- section is titled “Career Profile” instead of “Professional Summary.” There are many ways to title this section

Objective

To contribute acquired bookkeeping and office management skills to an organization offering opportunities for advancement.

DISCUSS the pros and cons of each approach format.

SECTION 3: Work History

<p>WORK HISTORY: Previous/Current Employer Names Dates worked (optional) Locations Job Titles Responsibilities, skills gained, achievements</p>

Two different work history formats:

Chronological Format

- List work in reverse chronological order (most recent job first)
- Include *measurable accomplishments*
- Good for people with steady work history

Functional Format

- Showcases skills and accomplishments first and lists your employers second
- Omits the exact dates worked (divide employers into present and past)
- This format works well for people who have gaps in the work history, older applicants who don't want to reveal their age, people who have held lots of jobs in a short amount of time, and younger workers who do not have extensive experience.

SECTION 4: Educational Background

<p>EDUCATION: School Name, Location Degree Earned, Major, Graduation Date GPA (if higher than 3.0) Honors, Accomplishments, Relevant Coursework (optional)</p>

DISCUSS the following:

- How long since graduation?
- Which degrees should you mention?
- Where should you place this section in your resume?

SECTION 5: Other Skills, Non-Work Experience, References

Other Skills

- Languages (level of fluency)
- Computer and other technical skills (typing speed, Microsoft Office, Operating Systems, industry-specific software, computer languages)
- Professional associations

Non-Work Experience

- Volunteer service
- Way to demonstrate skills not listed in work experience

After slide 16, minimize the **7.2 Resume Writing Presentation**.

Display the **7.0.2 Chronological Resume Example**. Then display the **7.0.3 Functional Resume Example** on the LCD Projector. Rearrange the windows so that you can view both examples at the same time.

Ask students to locate the printed copies of **7.0.2 Chronological Resume Example** and **7.0.3 Functional Resume Example** in their Student Manuals. Ask students to compare and contrast the examples.

Close the resume examples and maximize the **7.2 Resume Writing Presentation**. As you continue through the presentation, point out how the various resume writing strategies below are used in the example resumes that students should be looking at in their Student Manual.

Resume Writing Strategies

CONTENT or “How to Write a Resume”

- Be concise
- Keywords (specific skills/soft skills hand outs)
Research
- Detail oriented
- Accuracy
- Audience
- Word choice/voice

DESIGN or “Make It Look Pretty”—demonstrate concepts in Microsoft Word

- Bullet points
- White Space
- Alignment
- Font size and style

- Spelling
- Headers

AVOID or “Don’t Do This!”

- Lies
- Multiple fonts
- Pictures
- Overly personal information
- Salary
- Misspellings and other typos

Minimize the **7.2 Resume Writing Presentation** after discussing Slide 21 and tell student it is time to do hands-on practice.

Display the **7.0.4 Resume Editing Activity** and have students locate and open the corresponding document on their computers. It is recommended for you to complete the activity on the screen while students follow you. As you go through the editing process, review the following word processing skills with students:

Key functions used in Microsoft Word for resume formatting:

- Formatting text (fonts, style, alignment, spacing)
- Working with bullets
- Spell check and thesaurus
- Create a resume from a template

Ask students to locate the printed **7.0.5 Resume Information Activity** in their Student Manuals while you pull the document up on the LDC Projector. It is recommended that student complete this activity using the printed copy in the Student Manual. It is possible that students do not have all of the information they need on hand to complete the activity. In that case, you may want to plan a second session. Alternately, you can ask students to invent information that they do not remember.

Maximize the **7.2 Resume Writing Presentation** to Slide 22 (21st Century Resumes). Discuss with students how they can save their completed resume in different formats that may be required for attaching or posting online, including SAVE AS a PDF file.

Display the **7.0.6 Chronological Resume Template** and **7.0.7 Functional Resume Template** to students on the LCD screen. Ask students to choose the template that would work better for their particular set of skills and experience.

Tell students to open either **7.0.6 Chronological Resume Template** or **7.0.7 Functional Resume on their computers**. Students will fill in information on the template using the information

they completed on the Resume Information Activity. It is best practice to have students immediately use Save As to create a unique name and file for their resume before they begin working on it.

Help students save, email, and/print their completed resumes.

Additional Online Resources and Information in the Student Manual

Show the student the **7.0.8 Resume Writing Online Resources** document on the screen and discuss the resources. Also point out the corresponding document file in their student folder. Then, depending on the student skill levels and time constraints, you can choose to cover additional material in the student manual.

ASSIST STUDENTS WITH COPYING THEIR STUDENT FOLDER FILES TO THEIR OWN USB DRIVE OR THEIR OWN ONLINE DRIVE.

7.3 Resume Writing Session Survey

Ask students to complete the printed hand out **7.3 Computer Basics Session Survey** and collect these before students leave.

7.4 Certificate of Completion. Depending on your printing situation, do one of the following:

- Call students up one at a time to print their Certificate of Completion from your computer. You can ask them to type in their own names. Sign their certificates.
- If no printer is available in the lab, have pre-printed certificates available and write or pre-type student names. Sign certificates before the class so they are ready to distribute.

Instructor Notes:

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