

RESUME WRITING

****Instructions for the trainer are in bold and caps**

PRIOR TO CLASS: Instructor opens the following files:

- PowerPoint Presentation
- Resume Editing Activity
- Resume Practice Worksheet
- Basic Resume Template

Resume Writing is a two 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.

INTRODUCE yourself and ask the students to introduce themselves to one another.

ASK about their expectations... ie: "What do you hope to learn today?"

STATE & DISPLAY Objectives:

- Students will learn how to use computer resources to create, format, and distribute a complete resume that accurately represents their skills, experience, and educational background.
- Develop a personal resume
- Identify employment opportunities
- Demonstrate the application of essential workplace skills in the career acquisition process;
- Explain protocol for use of references
- Determine the impact of technology on careers of personal interest;
- Effectively use information and communication technology tools;
- Identify skills that can be transferable among a variety of careers; and identify the steps for an effective job search.

INTRODUCTION

DISCUSS the following questions:

What is a resume?

Who needs a resume?

Why is a resume important?

How have resumes changed with technology?

What makes a “good” resume?

How long does an employer typically look at a resume?

EXPLAIN: the five sections of a resume:

SECTION 1: Contact Information

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.

SECTION 2: Professional Summary

PRESENT two approaches (paragraph and bullet point format) for writing a professional summary.

PARAGRAPH FORMAT:

- 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

BULLET POINT FORMAT:

- 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

SECTION 3: Work History

COMPARE and **CONTRAST** two 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

DISCUSS concerns related to presenting educational background:

- 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

DO RESUME PRACTICE ACTIVITY. Students will get practice filling in electronic forms with resume information. Students should enter in the required information in each section. They can then use this file to help complete the *Basic Resume Template* activity at the end of the class. (20 minutes)

EXPLAIN RESUME STRATEGIES

CONTENT or “How to Write a Resume”

- Be concise
- Keywords
- 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!

DO RESUME EDITING ACTIVITY. Ask students to turn to page 69-70 of the Handbook and open the file called *02.b resume edit activity (with mistakes).dotx*. Using the instructions on page 69, students should make formatting changes in the file so it matches the corrected copy on page 70. (15 minutes)

EXPLAIN ways resumes have changed as a result of computers and the internet

DISCUSS and **DEMONSTRATE** ways technology is used to create and send out resumes.

REVIEW functions Microsoft Word:

- Create a resume from a template
- Format text (fonts, style, alignment, spacing)
- Bullet points and outlining tools
- Spell check and thesaurus
- Show how to convert documents to different formats and discuss why this is important (PDF and Plain Text)

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Certificate of Completion & [EOC Survey http://training.connectednation.org/landing](http://training.connectednation.org/landing)

Get the whole class working on the Every Community Online Survey and call them up one at a time to print their Certificate of Completion.

Depending on the students ability levels you can either:

Fairly Independent Students: Have students open the certificate of completion, select the line where their name goes and type in their own name, save it to a thumb drive and bring it to you to print. OR

Beginner Level Students: Have each student come up to you and type their own name in place of the preselected text and tell them how to print the certificate.