Write a Résumé

Unit: Career Exploration

Problem Area: Career Planning and Job Seeking

Lesson: Write a Résumé

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

1 Define résumé and explain its importance in the job-seeking process.

2 Identify the necessary elements of an effective résumé.

3 Identify guidelines and utilize resources for résumé writing.

■ **List of Resources.** The following resources may be useful in teaching this lesson:

Badash, Shirley, and Doreen Chesebro. *Introduction to Health Occupations: Today's Health Care Worker,* 6th ed. Prentice Hall, 2004.

Booth, Kathryn A. *Health Care Science Technology: Career Foundations.* McGraw-Hill/Glencoe, 2004.

McCutcheon, Maureen, and Mary Phillips. *Exploring Health Careers,* 3rd ed. Thomson Delmar Learning, 2006.

Simmers, Louise. *Health Science Career Exploration.* Thomson Delmar Learning, 2004.

"Résumé Tutor," *Training & Development, Office of Human Resources, University of Minnesota.* Accessed August 11, 2007. <http://www1.umn.edu/ohr/careerdev/resources/resume/>

■ List of Equipment, Tools, Supplies, and Facilities

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

■ Terms. The following terms are presented in this lesson (shown in bold italics):

- ▶ chronological résumé
- ▶ functional résumé
- ▶ objective
- ▶ reference
- ▶ résumé
- ▶ work history

■ Interest Approach. Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

Begin the class by asking students whether or not they have jobs. Ask the students how they went about applying for the job they have. Most will refer to an employment application and some will mention an interviewing process. Ask students to think about how they might have highlighted their own skills and abilities when applying for that job. Ask students if they know what a "résumé" is, and how it can help them in their job-seeking endeavors. Briefly mention that an effective résumé can help them leave a favorable impression with a prospective employer and may help them secure an interview.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Define résumé and explain its importance in the job-seeking process.

Anticipated Problem: What is a "résumé", and why is it important in the job-seeking process?

  I. Definition of résumé, and explanation of its importance in the job-seeking process

    A. What is a résumé?

      1. A ***résumé*** is a one- or two-page document that summarizes a person's skills, education, experience, and achievements.

      2. It also serves as a screening tool for employers.

    B. Importance of the résumé in the job-seeking process

      1. It communicates education, skills, experience and achievements to a prospective employer.

      2. It informs a prospective employer what position you are interested in securing.

      3. If done well, a résumé creates a favorable impression of the applicant to a prospective employer in order to help secure an interview.

Many techniques can be used to help students master this objective. Have students read Introduction to Health Occupations: Today's Health Care Worker, 6th ed. (Chapter 14, Unit 1), or Health Care Science Technology: Career Foundations (Chapter 12), or Exploring Health Careers, 3rd ed. (Chapter 1), or Health Science Career Exploration, 1st ed. (Chapter 14). Students could also be encouraged to do an internet search on résumé writing using the resources noted. Use VM–A.

Objective 2: Identify the necessary elements of an effective résumé.

Anticipated Problem: What are the necessary elements of an effective résumé?

  II. Elements of an effective résumé

    A. Appropriate format

      1. A ***chronological résumé*** is a résumé in which work history is listed in reverse chronological order, with the most recent jobs listed first.

        a. Most commonly used format

        b. Appropriate for high school and college students with limited work experience

2. A *functional résumé* is a résumé that focuses on the listing of skills and experience, rather than chronological work history.
    a. Often used by people who have significant gaps in their work history
    b. Useful for people changing careers
3. A combination format combines chronological work history with a list of skills and a summary of qualifications. It is often used by job-seekers with diverse work experience.

B. Heading
  1. Located at the top of the page
  2. Larger and bolder font than rest of résumé
  3. Contains essential contact information
     a. Applicant's full and formal name (Nicknames are never appropriate here.)
     b. Full permanent address, including city, state, & zip code
     c. Area code and phone number
  4. Optional heading information
     a. Cell phone number (Be sure that cell phone message is business-appropriate!)
     b. E-mail address (Be sure email address is business appropriate!)

C. Objective—The *objective* is a one-sentence explanation of the applicant's goal or aim; it indicates the position for which the applicant is applying.

D. Education
  1. List schools in reverse chronological order.
  2. High school students need not list their elementary or junior high schools.
  3. Indicate anticipated graduation date.
  4. Applicants may choose to include G.P.A. and special coursework such as honors, advanced placement, or career-related courses.

E. Work history
  1. *Work history* is a listing of your job experiences.
  2. List jobs in reverse chronological order (most recent job first).
  3. Include company name, address, city and state.
  4. Include dates of employment in month/ year format.
  5. Include position title.
  6. Using bullet points, list several job duties or responsibilities.
  7. Use action verbs when describing duties.
  8. Those with limited or no work experience should consider including volunteer experience. (Students who "baby-sit" as a job can list that skill under work experience using "Child care-taker" as the job title.)

F. Optional elements
  1. Honors/ awards (i.e. sports awards, perfect attendance award, National Honor Society)

2. Certificates (i.e., CPR certificate; First Aid certificate)
   a. Name of certifying agency
   b. Date of certification
3. Extracurricular activities (i.e., membership in clubs, organizations; athletic and leadership activities)
4. Volunteer or community experience (i.e., church or ministry involvement; community service)
5. Special skills (i.e., computer skills; languages spoken, if bilingual)
6. References
   a. A *reference* is a person who can vouch for a person's character, or recommend him or her for a job; a person who can attest to another's skills or ability.
   b. References should be put on a separate document, not on the résumé itself. Avoid using "References Available upon Request" on the bottom of résumé.
   c. There should be a minimum of three (3) references.
   d. References should not be relatives, friends, or classmates.
   e. References should be an adult neighbor, parent of a friend, coach, current or former teacher, pastor or other member of church, the moderator of a club or organization to which you belong.
   f. Always get permission before using someone as a reference.

Many techniques can be used to help students master this objective. Instruct students to read Introduction to Health Occupations: Today's Health Care Worker, 6th ed. (Chapter 14, Unit 1), or Health Care Science Technology: Career Foundations (Chapter 12), or Exploring Health Careers, 3rd ed. (Chapter 1), or Health Science Career Exploration, 1st ed. (Chapter 14). Use VM–B, VM–C, and VM–D.

Objective 3: Identify guidelines and utilize resources for résumé writing.

Anticipated Problem: What are some guidelines and resources for résumé writing?

III. Résumé Guidelines and Resources

A. Résumé guidelines
1. Send a cover letter with each résumé.
2. Be sure to include a clear objective.
3. Résumé should emphasize how your qualifications meet their needs, rather than stressing what you're looking for in the job.
4. Customize your résumé to fit each job you apply for.
5. Do not include personal statistics (age, sex, marital status).
6. Write in short, concise phrases.

7. Limit résumé to 1 page whenever possible.

8. Do not use unfamiliar abbreviations, jargon, or slang.

9. Put references on a separate page.

10. Use power words and action verbs when describing skills and accomplishments.

11. Avoid using the words "I" and "me."

12. Use spell-check and grammar-check functions on your word-processing program to proofread your résumé. Have someone else proofread it as well.

13. Be honest and truthful!!

14. Avoid using different colors or a variety of fonts and font sizes.

15. Recommended format: 12 point Arial, Times New Roman or Courier. Margins no less than 1-inch.

16. Use high-quality paper and a laser printer when printing résumé.

17. If using cell phone and email on résumé, be sure cell phone message and e-mail address is business-appropriate!!

B. Résumé Resources

1. Many résumé resources are available on the internet.

2. Use a résumé worksheet to gather the necessary data to prepare a résumé.

3. Consider using a word-processing program, such as Microsoft Word's Résumé Wizard for writing a résumé.

Many techniques can be used to help students master this objective. For example, students can be encouraged to research résumé writing on the internet. Use "Résumé Tutor" at <http://www1.umn.edu/ohr/careerdev/resources/resume/>. Use VM–E and LS–A.

■ **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. Questions at the ends of chapters in the textbook may also be used in the review/summary.

■ **Application.** Use the included visual masters and lab sheet to apply the information presented in the lesson. Have students complete LS–A as a means of gathering the information necessary to prepare a résumé. Have students apply their new résumé-writing knowledge by preparing a résumé using a word-processing program available on school computers or via the internet. Have students critique each other's résumés.

■ **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

■ Answers to Sample Test:

Part One: Matching

1. f
2. e
3. b
4. a
5. c
6. d

Part Two: True or False

1. T
2. T
3. F
4. T
5. F
6. F
7. F
8. T
9. F
10. T

Part Three: Short Answer

1. Answers could include references to the following: communicates education, skills, experience and achievements to a prospective employer; informs a prospective employer what position you are interested in securing; creates a favorable impression of the applicant to a prospective employer in order to help secure an interview.
2. Answers should reference any of the following: appropriate format; heading; objective, work history, education.

Name _____

Write a Résumé

▶ Part One: Matching

Instructions: **Match the term with the correct definition.**

a. résumé
b. functional résumé
c. chronological résumé

d. objective
e. work history
f. reference

_____1. A person who can vouch for a person's character, or recommend him or her for a job; a person who can attest to another's skills or ability

_____2. A listing of your job experiences

_____3. A résumé that focuses on the listing of skills and experience, rather than chronological work history

_____4. A one- or two-page document that summarizes your skills, education, experience, and achievements

_____5. A résumé in which work history is listed in reverse order, with the most recent jobs listed first

_____6. A one-sentence explanation of the applicant's goal; it indicates the position for which the applicant is applying

▶ Part Two: True or False

Instructions: **Write T for true or F for false.**

_____1. Résumés are used as screening tools by employers.

_____2. If done well, a résumé can create a favorable impression of the applicant and help secure an interview.

_____3. Every résumé you send out should be exactly the same.

_____4. A résumé tells a prospective employer what position you are interested in.

_____5. The functional résumé is the most commonly used résumé format.

_____6. It is acceptable to use your nickname on your résumé.

_____7. The best reference to use is your mother since she knows you best.

_____8. A coach or teacher would be a good choice for a reference.

_____9. It is not necessary to ask permission from the people you decide to use as a reference as long as you don't use their phone number.

____10. It's good practice to send a cover letter with every résumé.

▶ Part Three: Short Answer

Instructions: **Complete the following.**

1. Briefly discuss the importance of the résumé in the job-seeking process.

2. List several necessary elements of an effective résumé.

WHAT IS A RÉSUMÉ? WHY DO I NEED ONE?

What Is a Résumé?

♦ A résumé is a one- or two-page document that summarizes your skills, education, experience, and achievements.

♦ A résumé is a screening tool for employers.

Why Do I Need One?

♦ A résumé communicates your education, skills, experience and achievements to a prospective employer.

♦ A résumé informs the prospective employer what position you are interested in applying for.

♦ If done well, a résumé creates a favorable impression of the applicant to the prospective employer.

♦ A résumé is a tool you can use to help you get an interview.

ELEMENTS OF AN EFFECTIVE RÉSUMÉ

◆ **Appropriate Format**

- Chronological—lists jobs in reverse chronological order (most recent first)
- Functional—lists skills and experience

◆ **Heading**—contains applicant's contact information, located on top of page in large, bold font

- Full, formal name
- Address (including city, state, zip code)
- Phone number
- Cell phone number and e-mail address are optional

◆ **Objective**—a one-sentence explanation of applicant's goal, indicating the position for which the applicant is applying

◆ Education

- List schools in reverse chronological order.
- No need to include elementary or junior high schools.
- Include anticipated graduation date.
- Optional: G.P.A. and special coursework (i.e., honors classes; career-related courses)

◆ Work History—a listing of your job experiences

- List jobs in reverse chronological order. (most recent job first)
- Include company name, address, city and state.
- Include dates of employment in month/ year format.
- Include position title.
- Using bullet points, list several job duties or responsibilities.
- Use action verbs when describing duties.

◆ Optional Elements

- Honors/awards
- Certificates
- Extracurricular activities (membership in clubs; athletic & leadership activities)
- Volunteer or community experience (church or ministry involvement; community service)
- Special skills (i.e., computer skills; languages spoken, if bilingual)
- References

REFERENCES

- ◆ A reference is a person who can vouch for a person's character, or recommend him or her for a job; a person who can attest to another's skill or ability.

- ◆ You should have a minimum of 3 references. Choose references carefully!

- ◆ References should not be relatives, friends, classmates, or co-workers your own age.

- ◆ References should be adults who know you well, and can speak to your character and accomplishments. Consider the following for references:
  - ■ adult neighbor
  - ■ parent of a friend
  - ■ coach, or moderator of a club or organization to which you belong
  - ■ current or former teacher
  - ■ pastor or other member of church to which you belong

- ◆ Always get permission before using someone as a reference.

- ◆ References should be put on a separate document, not on the résumé itself. Avoid using the phrase "References Available upon Request" at the bottom of your résumé. Employers already know that you will provide them a list of references if they ask!

SAMPLE RÉSUMÉ

123 PASTEL DRIVE • ADDISON, IL 60101
PHONE (234) 456-7891 • E-MAIL PAULAP@MEGANET.NET

PAULA PERSISTENT

OBJECTIVE

To obtain a position as a medical office receptionist or clerk

EDUCATION/ SKILLS/ ACCOMPLISHMENTS

September 2007 - present   Technology Center   Addison, IL
Health Science Technology I
- CPR/ AED certification, American Heart Association
- First Aid certification, American Red Cross
- Familiarity with basic medical terminology
- Familiar with legal & ethical issues in healthcare, including HIPAA, patient rights, and confidentiality

September 2004 - present   River North High School   Chicago, IL
- G.P.A. 3.50 (4.0 scale)
- High honors
- Member of Student Government
- Perfect attendance award, 2006

WORK EXPERIENCE

April 2006 - present   Baker's Shoes   Chicago, IL
Sales Associate
- Operate cash register
- Process sales transactions
- Customer service

January 2004 - April 2006   Christy's Restaurant   Chicago, IL
Hostess
- Greeted customers
- Managed reservations log
- Answered phone

VOLUNTEER EXPERIENCE

June 2007 - August 2007   Sanford General Hospital   Elmwood, IL

- Pediatric Unit volunteer - 3 days/ week

RÉSUMÉ GUIDELINES

- ♦ Send a cover letter with each résumé.
- ♦ Be sure to include a clear objective.
- ♦ Résumé should emphasize how your qualifications meet their needs, rather than stressing what you're looking for in the job.
- ♦ Customize your résumé to fit each job you apply for.
- ♦ Do not include personal statistics (age, sex, marital status).
- ♦ Write in short, concise phrases.
- ♦ Limit résumé to 1 page whenever possible.
- ♦ Do not use unfamiliar abbreviations, jargon, or slang.
- ♦ Put references on a separate page.
- ♦ Use power words and action verbs when describing accomplishments and skills.
- ♦ Avoid using the words "I" and "me."
- ♦ Use "spell-check" and "grammar-check" functions on your word-processing program to proofread your résumé. Have someone else proofread it as well.
- ♦ Be honest and truthful!!
- ♦ Avoid using different colors or a variety of fonts and font sizes.
- ♦ Recommended format: 12 point Arial, Times New Roman or Courier. Margins no less than 1-inch.
- ♦ Use high-quality paper and a laser printer when printing résumé.
- ♦ If using cell phone and e-mail address on résumé, be sure cell phone message and e-mail address is business-appropriate!!

Name _____

Résumé Worksheet

Purpose

The purpose of this activity is to help students prepare to write a résumé.

Objectives

1. Identify essential information necessary for writing a résumé.

2. Complete worksheet that can be used as a tool for résumé writing.

Materials

♦ lab sheet

♦ writing utensil

Procedure

1. Gather the information necessary to complete the résumé worksheet.

2. Complete the résumé worksheet neatly.

3. Use the completed résumé worksheet as a tool for creating your own résumé.

RÉSUMÉ WORKSHEET

Your Full Name_____
(as it should appear on résumés/applications)

Address _____
(#, street, city, state, zip code)

Home Phone Number: (_____) _____

Cell Phone Number: (_____) _____

E-mail Address: _____
(MUST be business-appropriate!!)

Education *(List the name, address, city, state of your high school. You do not need to list junior high or elementary schools. List anticipated graduation date. If desired, list special coursework such as honors classes or career-related coursework. Indicate grade point average [G.P.A.] if it is favorable.)*:

Name of School: _____

Address: _____

City, State, and Zip Code:_____

G.P.A.: _____   Anticipated Graduation Date: _____

Special Coursework: _____

_____

_____

Extracurricular Activities *(List clubs, organizations, competitions, athletic teams, or leadership activities you've participated in, both in school and outside of school. Include church or community activities and community service.)*:

Activity	Dates	Activity	Dates
_____		_____	
_____		_____	
_____		_____	

Honors/Awards/Achievements *(List honors, awards, and/or achievements, earned in or outside of school, such as perfect attendance, national honor society, or sports awards)*: _____

_____

_____

Certificates and Career-related Training *(earned in or outside of school, such as CPR / AED training, First Aid training certificate)*:

Certificate   Sponsoring Organization   Date

_____

_____

_____

Special Talents/Skills/Abilities *(List specific skills or abilities that may be important to the job you are seeking. Include computer skills [i.e. Microsoft Word, Excel, Access] and languages spoken [i.e. Bilingual: Spanish/ English])*:

_____

_____

Work and Volunteer Experience *(List the most recent job first; include part-time and summer jobs.)*:

Place of Employment / Volunteer Experience: _____

Address: _____

City, State, and Zip Code:_____

Dates of Employment (month/year to month/year): _____ / _____   to _____ / _____

Name of Supervisor: _____ Phone Number: _____

List Several Duties/Responsibilities You Had: _____

_____

_____

Starting Salary: _____ per _____   Ending Salary: _____ per _____

Reason(s) for Leaving:_____

_____

Place of Employment / Volunteer Experience: _____

Address: _____

City, State, and Zip Code:_____

Dates of Employment (month/year to month/year): _____ / _____   to _____ / _____

Name of Supervisor: _____   Phone Number: _____

List Several Duties/Responsibilities You Had: _____

_____

_____

Starting Salary: _____ per _____   Ending Salary: _____ per _____

Reason(s) for Leaving:_____

_____

Place of Employment / Volunteer Experience: _____

Address: _____

City, State, and Zip Code:_____

Dates of Employment (month/year to month/year): _____ / _____   to _____ / _____

Name of Supervisor: _____   Phone Number: _____

List Several Duties/Responsibilities You Had: _____

_____

_____

Starting Salary: _____ per _____   Ending Salary: _____ per _____

Reason(s) for Leaving:_____

_____

References *(Choose three people who would be able to give you a good reference or be able to vouch for your character. The individuals you choose **should not be relatives, friends, or classmates**. You might choose a neighbor, the parent of a friend, a coach, a pastor or other member of your church, the moderator of a club you belong to, or a current or former teacher or supervisor. Be sure to get their permission before you use them as a reference.)*:

	Reference 1	**Reference 2**	**Reference 3**
Name			
Title			
Address			
Phone Number			
Relationship to You			