



Instructor's Guide

RESUMES: A HOW-TO GUIDE

Introduction

This instructor's guide provides information to help you get the most out of *Resumes: A How-To Guide*. The contents of the guide will allow you to prepare your students before using the program and to present follow-up activities to reinforce the program's key learning points.

This program starts secondary and postsecondary students on the lifelong journey of identifying a career and potential jobs, crafting an appealing resume, and connecting with employers to obtain a job interview. Viewers explore how they might translate the experiences and attributes they have into marketable skills to showcase on a resume, and also how different styles of resumes might best fit their backgrounds and aspirations. With limited or no formal work experiences, students often feel lost as to what they might actually include on a resume. The program helps students look beyond the obvious and instead highlight their own accomplishments and skills in a way that is meaningful to employers. Students will continue to draw upon the content in this video even as they craft more professional and complete resumes throughout their careers; indeed, this program is a lifelong tool for effective resume writing.

Learning Objectives

After viewing the program, students will be able to:

- Craft their first formal resume.
- Understand the difference between—and uses of—different resume styles.
- Identify qualities, attributes, and experiences that belong on a resume, and begin to practice translating these into marketable skills that appeal to employers.
- Start the process of searching for potential jobs and submitting application materials.

Educational Standards

NATIONAL STANDARDS

English Language Arts

This program correlates with the Standards for the English Language Arts from the National Council of Teachers of English. The content has been aligned with the following educational standards and benchmarks from this organization.

- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

English Language Arts Standards

The activities in this Teacher's Guide were created in compliance with the following National Standards for the English Language Arts from the National Council of Teachers of English.

- Writing—Gathers and uses information for research purposes.
- Writing—Uses strategies to adapt writing for different purposes (e.g., to explain, inform, analyze, entertain, reflect, persuade).
- Reading—Uses discussions with peers as a way of understanding information.
- Listening and Speaking—Uses listening and speaking strategies for different purposes.
- Listening and Speaking—Makes formal presentations to the class (e.g., includes definitions for clarity; supports main ideas using anecdotes, examples, statistics, analogies, and other evidence; uses visual aids or technology, such as transparencies, slides, electronic media; cites information sources)

Standards for the English Language Arts, by the International Reading Association and the National Council of Teachers of English, Copyright 1996 by the International Reading Association and the National Council of Teachers of English. Reprinted with permission.

Life Work

This program correlates with What Work Requires of Schools from the Secretary's Commission on Achieving Necessary Skills (SCANS). The content has been aligned with the following educational standards and benchmarks from this organization.

- Interpersonal: Negotiates. Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.

- **Information: Interprets and Communicates Information.** Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multimedia methods.
- **Systems: Understands Systems.** Knows how social, organizational, and technological systems work and operates effectively within them.

Educational Standards from What Work Requires of Schools reprinted with permission.

Technology Standards

The activities in this Teacher's Guide were created in compliance with the following National Education Technology Standards from the National Education Technology Standards Project.

- **Technology Productivity Tools**—Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- **Technology Productivity Tools**—Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- **Technology Communication Tools**—Students use technology to locate, evaluate, and collect information from a variety of sources.

The National Education Technology Standards reprinted with permission from the International Society for Technology Education.

Program Overview

Jeff wants to work in the information technology field. Cindy dreams of being a gourmet chef. Over the course of this program, these students learn how to write functional, chronological, combination, and newsletter-style resumes using information on their skills and experience that they identify through two exercises: Personal Inventory (to capture the “what”) and Showing Your COLORS (to uncover the “how”). Ways to get a resume in front of a decision-maker’s eyes are also addressed, and insightful snippets of commentary by a career counselor and an HR professional are interspersed throughout. Engaging and informative, *Resumes: A How-To Guide* is an excellent introduction to resume-writing for students with little or no job experience—yet.

It’s a hard fact—if you are applying for a job, you will need a resume. There are many ways to create one, and various pieces of information you can choose to include, but the end product needs to obtain the same result—a call for a job interview. As students embark on the beginnings of their careers (or are even just applying for a summer job), this program will help them get where they need to be.

Main Topics

Topic 1: Preparing to Write Your Resume

How do you know when you need a resume? What do you actually put in a resume? Here, a seasoned career counselor helps translate skills, education, and experiences into an effective job-searching tool — the resume.

Topic 2: Writing Your Resume: The Functional Style

The functional resume works for those without a series of actual jobs to highlight. It's based on skill areas, achievements, school courses, and activities.

Topic 3: Writing Your Resume: The Chronological Style

This format is excellent for those who have a few different work experiences that showcase what they have to offer an employer. The chronological style involves listing past jobs in sequential order, with the most recent experiences coming first.

Topic 4: Combination and Newsletter Resumes

Viewers learn about two additional resume styles that might best fit their experiences and goals. True to its name, the combination resume utilizes parts from both functional and chronological styles. Newsletter resumes are perhaps best suited for jobs requiring creativity, as they feature a distinct style and emphasize personality as much as content.

Topic 5: Getting Your Resume Seen

So you now have a great resume—what next? In this final chapter, viewers learn how to put their resumes into action for best results.

Fast Facts

- The Myers-Briggs Type Inventory (MBTI) looks at four personality areas and combinations of factors. It's the most widely used personality test in history.
- You may see the term "CV" as you are learning more about resumes and applying for jobs. "CV" stands for *curriculum vitae*, and is used most often in medical and education fields.
- Always remember to write your resume for your audience—a hiring manager at a potential employer—and not for yourself.
- As you compile the information you want to include on your resume, be sure to make note of potential references. You won't include these on a resume, but may be asked for them as part of your job hunt. References should be people who know you in a professional context, such as a former manager or someone who supervised you in a volunteer role.

- Watch out for common mistakes on your resume. Carefully double-check punctuation, capitalization, typos, misspellings, and words used incorrectly. Always have someone else proofread your resume to ensure it's completely correct.
- So you've put all of your pertinent information on your resume—do you really need a cover letter too? YES! A cover letter informs a hiring manager who you are and why you are submitting a resume.
- Though you do include a great deal of information on your resume, there are some things you should leave off, including personal information such as your race or religion, letters of recommendation, and requests for a specific salary.
- An informational interview is an excellent opportunity to learn more and ask questions about an industry or specific job. The purpose of an informational interview is not to receive a job offer, but the information you learn and connections you make might very well assist you in your job search at some point.
- According to the *Occupational Outlook Handbook*, there are many accessible sources of career information and guidance, including people you know, employers, informational interviews, professional societies, trade groups and labor unions, guidance and career counselors, postsecondary institutions, local libraries, and Internet resources.

Vocabulary Terms

career objective: Element of your resume describing your ideal position, relevant skills you will use, and where you hope to work.

chronological resume: Style of resume that lists a person's work experiences in sequential order, beginning with the most recent job or experience at the top.

combination resume: Style of resume that uses elements from both the functional and chronological resumes.

functional resume: Style of resume based primarily on skill areas, achievements, course work, and extracurricular activities.

header: Information typed at the top of a resume containing name, address, and contact information.

newsletter resume: Style of resume in which the content is the same as in a functional or combined resume, but presented newsletter-style with columns of text and highlighted areas.

personal inventory: A complete list of your education, work history, activities, achievements, and awards, for use in creating an effective resume.

relevant skills: Resume section that lists the skills you have that pertain to the specific job you're applying for.

resume: A snapshot of your life experience, accomplishments, work history, and skills as they relate to a potential job. Its main purpose is to help you obtain a job interview.

showing your COLORS: Activity that helps you list how you've achieved your experiences and assists you in presenting your background in the most effective way on a resume. Each letter in "colors" stands for a skill or attribute desired by employers (Communication, Organization, Leadership, Originality, Responsibility, and Scientific & Technical Skills); you match up those skills with specific experiences in your own history.

writing style: The tone you use in written communication. The preferred writing style for resumes combines advertising and business elements—you should draw attention to your accomplishments and experiences, but do so in a professional manner.

Pre-Program Discussion Questions

1. What is a resume? What is it used for? What might make a resume strong? Weak?
2. Have you ever created a resume? Why? Did you get any feedback on the resume?
3. When would someone have to create a resume? When do you think you yourself might create one?
4. If you haven't had any work experience, what might you include on your resume?
5. Where can you find some good examples of different types of resumes? Where could you find examples of resumes geared towards specific career fields that interest you?

Post-Program Discussion Questions

1. Take a few minutes to complete the COLORS exercise. What are some of your examples?
2. What type of resume covered in the program (such as chronological or newsletter style) would best suit your background and your career interests? Why?

3. For what careers might you create a standard resume with “core” data? In what career fields might you get a bit more creative with resume style and content? Why do you think there are different types of resumes?
4. Could you relate to the experiences and resumes of the students featured in the program? How do your past work experiences compare? How might your personal resume compare to one of theirs?
5. If you were a hiring manager, what kinds of resumes might get your attention? What kinds of resumes would you immediately discard? Why?

Group Activities

Make the Most of Your Peers

Most of your classmates are in the same position as you—with little or no formal work experience, you are trying to showcase your skills and abilities, and are unsure which resume style would work best. Harness the power of the group to the benefit of the class! Have students use their peers as sounding boards to get honest feedback on how to improve their resumes.

Ask students to prepare a working copy of their personal resumes. Pair students up, and instruct partners to exchange resumes (you might also do this in small groups, where members rotate the resumes and get feedback from the entire group). Partners or groups should review resumes carefully, honestly, and with the objective of providing constructive criticism and helpful feedback. After review has been completed, partners should return resumes and then discuss with one another.

Now, students should take at least some of what they heard and make adjustments to their resumes. After completing these changes, they should again exchange with their partners, who will review the updates. Partners should continue the friendly discussion about how both can go forward with making effective changes to their resumes.

Look Around for Help

Your school or community likely already has valuable resources for students looking to obtain jobs, learn more about careers, explore their interests and aptitudes, and learn more about the career identification and job search processes. Help students make the connection to those professionals around them who are trained to provide guidance and feedback.

Invite a guidance or career counselor to give a presentation to your class. He or she should review the basic services and functions of the guidance or career office, the types of personality or career assessments available to students, and information on print and Internet resources. (This might also be an excellent opportunity for the counselor to walk students through the full job application

process: creating a resume and cover letter, responding to job postings, taking part in a successful job interview, and getting off to a strong start at a new job). Depending on where your class is in this process, you may ask the counselor to conduct mock interviews with students and give feedback. The guest speaker should be sure to emphasize and expand upon the theme you have already covered — translating skills and experiences into the attributes that potential employers want to see.

Before the counselor's visit, work with your class to identify questions they want to ask and have answered. Encourage students to ask questions that pertain to their individual situations and to get specifics from the speaker wherever possible.

Practice Makes Perfect

There's nothing like face time with an actual employer to make the job search more real and the feedback more meaningful. Ask students how they might react if a hiring manager or company president gave them feedback on their resume or cover letter. Would they make the changes he or she suggested? Why or why not? Do students think it would be interesting to hear what types of resumes appeal to employers and which are immediately discarded?

Invite at least two local employers to your classroom, preferably from different industries. Give students the opportunity to introduce themselves to these employers and to ask specific questions about their own resume. As time permits, arrange mock interviews between employers and students. Where do students excel? Where could they use improvement? Are there interview behaviors or answers that are appropriate to one industry and not another? If students really want to get involved with one of the represented industries, what would these employers recommend they do to prepare? What summer jobs might contribute to their appeal as potential employees?

Ahead of time, arrange with employers to address the dos and don'ts for resumes and other job application materials at their organizations. What style of resume do they prefer? Is there a style that doesn't work for them? Why or why not? As this activity could take some extended arrangements or preparation, you may want to coordinate with other teachers or even hold a school-wide event. This might work well in conjunction with a school Career Day.

Individual Student Projects

Looking for Inspiration

Creating your own resume can be a challenge, as *Resumes: A How-To Guide* points out. However, thinking about someone else's resume can be a fun, creative activity that removes the pressure around practicing resume development. The possibilities are endless!

Ask students to each pick a celebrity or historical figure, and then to research that person's education, job experience, interests, activities, awards, accomplishments, special skills, etc.

After students have the appropriate information, ask each to come up with a dream job to which their selected person would apply. What would the career objective for this job be? What type of resume would best fit? After students have created a resume for their selected person, they should present it to the class, explaining why they structured it as they did. Would other students have chosen the same style? Why or why not?

Life Experience Counts

As the students in the program demonstrated, it's not always easy to put together a resume for your very first "real" job. The COLORS activity is a great way to get everyone brainstorming about this challenge. How can students develop an accurate resume that takes the most appropriate and meaningful of their experiences into account and presents them in the best possible light to potential employers?

Ask students to write a brief autobiography, noting experiences which might have honed resume-appropriate skills. Have they done any traveling where they learned some words in a foreign language? Abroad or at home, acted as a translator for family members? Developed any computer applications as a hobby? Served as a team captain while playing sports? Tackled a challenge such as a tough hike or running long distances? Improved both communication and technical skills by maintaining a blog or personal Web page? Shown responsibility via babysitting?

Next, work with them to start translating some of what they've captured in their autobiography into resume content. What skills did they develop as a team captain? What did mountain climbing teach them about perseverance? How might language skills serve them well in the job they want? If appropriate, loop classmates into each other's experiences and encourage them to offer ideas and suggestions on turning autobiography highlights into an effective resume.

Your Own COLORS

The program showcased the "Showing your COLORS" activity, and both students found it useful. Does your class think it would be useful for them? Why or why not?

First, using yourself as an example, write out your personal COLORS answers. How do your skills, experiences, and education fit with the COLORS attributes? If you were applying for another teaching job, how would you use your answers to help in building your resume?

Now ask each student to complete the activity for him- or herself. Advocate for critical thinking and creativity—push students past pat answers. Even if an answer isn't particularly resume-appropriate at this point (e.g., a student's ability to multitask using various technology devices has developed his communication skills), draw out these not-so-obvious connections. As time permits, ask students to share their responses with the class and utilize class feedback to further refine connections and ideas.

Internet Activities

Helpful Hints

The Internet is chock-full of Web sites with job search advice, resume writing tips, and interview hints “guaranteed” to get you a great job. But which sites are actually helpful? Which are best for first-time job seekers? Which would teachers and students recommend to peers?

Instruct groups of students to find and review Web sites dedicated to careers and applying for jobs. You might start with some well-known sites such as www.careerbuilder.com and www.monster.com. If your school or local library has a Web site with career/job links, ensure students visit that as well. Depending on the length of time you will run this activity, choose an appropriate number of sites that each small group needs to find, review, and share feedback on with the larger class. As a class, develop a set of criteria before starting the search. Factors to keep in mind include: helpful articles; age-appropriate information; advertisements on the site; ease of using search features; appealing graphics; accurate and interesting information on various careers; and linked message boards or other communication tools.

At the conclusion of the search and review, have each group present to the rest of the class. What sites do they recommend? Why? What sites are not good resources for your students? Why? Students might compile their recommendations for or against in a guide or other written resource.

Practicing for your Dreams

It's one thing to land a part-time or summer job during high school, but it's entirely another to research a career and pursue that path after college or vocational training. What might your students' resumes look like five or six years down the line? What will their career goals and aspirations be then? What resume will help them get in the door?

Invite students to search for their dream job online. They might use job-search Web sites, or the sites of specific employers. Students should select a position they could realistically see themselves applying for in the next ten years. Ask students to share why they have selected a particular job.

Next, have students create a mock resume that imagines what their real resume might look like in the future to give them an actual shot of getting an interview for this job. What education do they now have under their belt? What specialized computer skills might they have? What are some past job experiences they see themselves having had to include on this resume? Additionally, what style or format of resume best meets this dream job posting and employer?

Start the Search

The Internet is an incredible resource for learning more about careers of all types. High schools and colleges offer links to their career services offices, corporations and non-profits list possible careers in their organizations, hundreds of job search sites post tens of thousands of job postings and career summaries, and the Web sites of public libraries offer access to their physical catalogs and virtual subscriptions. Students with Internet access have no excuse not to learn about careers in which they are interested!

Direct students to identify two different career paths that interest them. These might be related (such as physician and veterinarian) or completely unconnected. Instruct students that they need to use and document at least five different Internet sources as they research these fields and learn more about them. If students seem stuck, offer some suggestions: perhaps the Web site of a college department offers suggestions for careers in related fields? Maybe a blogger captures details about his or her working life? Perhaps a local newspaper has profiled entrepreneurs in the area? Encourage students to think creatively and search a wide variety of types of sources.

Have students present their results. Did they find any extraordinary sources? Did they learn something about a career that caused them to question their interest? Along the way did they come across a piece of information that sparked their imagination about a completely different career field? As a follow-up, students might document their search and findings in a writing assignment. To close the loop, have students compile a list of sources they found most helpful, and distribute this as a resource to the entire class.

Assessment Questions

SHORT ESSAY

1. Why might different people utilize different types of resumes? Is this a good idea? Why or why not?
2. What is the best style of resume for your personal past experiences and future goals? Why?
3. What are the benefits of the COLORS exercise? Who should complete this exercise? What do your personal answers look like?
4. What is something that you would not include on your resume but you would definitely want to talk about in a job interview? Why?
5. If you had a career counselor like Franne to work with you one-on-one, what questions would you ask? How could this counselor specifically help you? How did Franne help the students in the video?

MULTIPLE CHOICE AND SHORT ANSWER

6. Which type of resume lists work experience in the order it occurred, with the most recent experience listed first?
 - a. Functional
 - b. Combination
 - c. Chronological
 - d. Newsletter

7. What do the letters in the COLORS activity stand for?

8. What skills and attributes do employers look for in a resume?
 - a. Leadership
 - b. Bragging about advanced computer skills
 - c. Teamwork
 - d. Attention to detail
 - e. All of the above
 - f. a, c, d

9. Is honesty important on a resume? Why or why not?

10. On a resume, what is a career objective?
 - a. Statement of the salary and benefits you hope to have
 - b. Essay about your dream job and how you will get it
 - c. Letter that accompanies your resume when you mail it to employers
 - d. Description of your ideal position, the appropriate skills you will use, and where you want to work

Answer Key

6. Which type of resume lists work experience in the order it occurred, with the most recent experience listed first?

Answer: c) Chronological

There are four resume styles because different backgrounds and different jobs call for formats that best showcase and relate to them. When creating your own resume, think about how your experiences and job goals will be best highlighted, and choose that style.

7. What do the letters in the COLORS activity stand for?

Answer: *Communication, Organization, Leadership, Originality, Responsibility, and Scientific & Technical Skills. It's not enough to just list what you've done, you need to describe how, why, and to what successful effect.*

8. What skills and attributes do employers look for in a resume?

Answer: f) a, c, d (Leadership, teamwork, and attention to detail)

When creating your resume, you need to sell your skills in such a way that specific employers recognize their value. You should translate your experiences into language that is meaningful for the employer. However, don't brag or exaggerate — employers will think you aren't a team player, and may believe you are being dishonest.

9. Is honesty important on a resume? Why or why not?

Answer: *Absolutely. Honesty is one of the most important things to keep in mind when writing your resume. Exaggerating or including untrue information demonstrates that you are not confident in your actual skills and experiences. It may be tempting to add impressive-sounding information to your resume when you see a job you really want, but it's never a good idea. You may be caught through a background check and, even if you are not caught, you may end up in a position that is too advanced for you—a frustrating situation for you and a disappointment to an employer.*

10. On a resume, what is a career objective?

Answer: d) Description of your ideal position, the appropriate skills you will use, and where you want to work

Your career objective contains a lot of important information, but try to be as concise as possible. This objective is normally one sentence long.

Additional Resources

U.S. Department of Labor Bureau of Labor Statistics: Finding and Applying for Jobs

www.bls.gov/oco/oco2004.htm

Occupational Outlook Handbook (OOH)

www.bls.gov/oco

Monster

www.monster.com

CareerBuilder.com

www.careerbuilder.com

Owl Online Writing Lab

<http://owl.english.purdue.edu/workshops/hypertext/ResumeW/index.html>

The Writing Center at RPI

www.rpi.edu/web/writingcenter/resume.html

CollegeBoard: Resume Writing 101

www.collegeboard.com/student/plan/high-school/36957.html

Ferguson's Career Guidance Center: The Essential Career Research Database

- Online Database

- For more information contact **Facts On File: 1-800-322-8755; custserv@factsonfile.com**

The critically acclaimed *Ferguson's Career Guidance Center* has been completely redesigned and updated to make the look more appealing and the authoritative, wide-ranging content more accessible and intuitively organized. This comprehensive career research database is now broken down into three main sections: Jobs, Skills, and Resources.

The new Jobs section, organized into 16 Career Clusters created by the Department of Education, contains information on more than 3,300 jobs and 94 industries. The Skills section features new content from acclaimed Ferguson Publishing print titles, providing invaluable advice on applying for a job, acing an interview, behaving professionally in the work environment, and more—with more than 90 sample resumes and cover letters included. The Resources section includes more than 51,000 entries on scholarships, internships, and more, divided into easily browsable categories, such as women and minorities, with fully searchable records. New persistent record links allow users to share one or more related entries with each other. A searchable archive of articles from current and past issues of *Career Opportunities News*, a 16-page newsletter, provides timely information about colleges and the job market.

Complete Job Search System

- DVD/VHS/On Demand #36997
- 5-part series
- Correlates to educational standards
- Includes viewable/printable instructor's guide
- For more information contact Cambridge Educational: 1-800-468-4227; custserv@films.com

This comprehensive, concise, five-part job search series is ideal for introducing job seekers to information and techniques that will be helpful in selecting a career and getting a job. Designed to be of use to a wide variety of viewers, these programs are entertaining yet loaded with solid content, informative interviews, helpful tips, and colorful graphics. The series includes *The Right Job for Your Personality*; *Career Evaluation*; *Finding a Job*; *Interviewing for a Job*; *Succeeding on the Job*. A Cambridge Educational Production. Recommended for high school. (10-13 minutes each) © 2007

The Portfolio Resume Series

- DVD/VHS/On Demand #11349
- 2-part series
- Correlates to educational standards
- For more information contact Cambridge Educational: 1-800-468-4227; custserv@films.com

Whether a first-time job seeker or someone who's been in the market for a while, a career portfolio can help job seekers present the best to prospective employers and others who may be able to help them in their job search. In this 2-part series, the viewer learns about the various components of a career portfolio, which include goals and values, the resume, work samples, letters of recommendation, works in progress, awards, community service, references, and more. Career portfolio expert Anna Graf Williams, Ph.D., helps viewers better understand which information to include in order to personalize the portfolio. The series includes *Defining and Developing Your Portfolio*; *Using and Maintaining Your Portfolio*. A Cambridge Educational Production. (17-21 minutes each) © 2000

Informational Interviewing and Networking

- DVD/VHS/On Demand #34507
- Correlates to educational standards
- For more information contact Cambridge Educational: 1-800-468-4227; custserv@films.com

The significance of networking and informational interviewing is made clear in this video. It shows students how to find networking opportunities and contacts, as well as develop techniques for conducting informational interviews. (28 minutes) © 2004

**The Ferguson Guide to Résumés and Job-Hunting Skills:
A Step-by-Step Guide to Preparing for Your Job Search**, by Maurene J. Hinds

- Published 2005
- 256 pages, hardcover
- For more information contact Facts On File: 1-800-322-8755; custserv@factsonfile.com

A proper resume and effective job-hunting skills can go a long way in getting a foot in the door. An invaluable handbook for those looking to improve their ability to find a job, *The Ferguson Guide to Résumés and Job-Hunting Skills* covers all the essential elements of the job-hunting process—from finding a career track that matches one's needs and interests to organizing and writing a resume and cover letter to getting and conducting successful job interviews.

More than 100 samples illustrate many different types of resumes and cover letters. Additional information explores the benefits of preparing a resume early, both as a tool for career exploration and as a way to help readers prepare for the professional world. Each of the four major sections includes several chapters covering each aspect of the topic.