

WRITING A WINNING RÉSUMÉ



**COMPETENCY
CATEGORY:** Job Attainment

**COMPETENCY
NUMBER:** B.7

COMPETENCY: Construct a résumé.

OBJECTIVE: Upon completion of this module, students will be able to construct a personal résumé.



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INTRODUCTION

- State module topic and review module objective.
- Ask the following questions:
 1. What is a résumé?
 2. What information is included in a résumé?
 3. Why do you need a résumé before you begin a job search?
- These and other questions will be answered as we complete this module entitled “Writing a Winning Résumé”

Administer Pre-Assessment

OUTLINE

- A. What is a résumé?
1. A résumé is a job hunting tool.
 2. A résumé is a “snapshot” of you.
 3. It also provides the employer with a clear picture of your experience and qualifications.
 4. A résumé is a careful selection of information designed to present you in the most effective way possible to a potential employer.
 5. It lets potential employers know what you have to offer.
- B. Preparing to write a résumé
1. Your résumé is as unique as you are.

2. The process of writing a résumé forces you to focus on what it is you want to do and to organize your qualifications in support of your goal or objective.
3. The résumé doesn't have to say everything. It's a screening tool to help employers decide who's worth meeting in person. There will be time in the interview process to "flesh out" details, amplify strengths, and demonstrate your personal attributes.
4. In the course of a year, an employer may receive hundreds, even thousands of résumés. Every single one is different, yet all are similar.
5. There is no "magic" formula for a résumé, because you never know what is going to impress (or turn off) an individual employer.
6. Concentrate on making your résumé concise, accurate, attractive, and easy to read.
7. Try to limit your résumé to one or two pages.
8. Employers typically spend only seconds scanning a résumé in the initial screening.
9. It is critical that the résumé be visually pleasing with the most pertinent information readily available at a glance.
10. The reader's first impression of you is the appearance and "feel" of your résumé. It should be attractive, easy to read, and well-organized.

C. Using action words for a résumé

1. Part of the secret in filling out an eye-catching and informative résumé is to use descriptive "action" words. Try to provide information to employers in a specific, concrete, and factual manner.

2. Examples:

- a. Things you enjoy and do which relate to working with people:

Administering	Managing
Advising	Meeting the Public
Coaching	Entertaining
Motivating	Evaluating
Negotiating	Exchanging Information
Organizing	Fund-raising
Persuading	Handling complaints
Representing	Interviewing
Selling	Listening
Supervising	Teaching

- b. Things you enjoy and do which relate to working with data:

Analyzing	Investigating
Auditing	Managing
Budgeting	Measuring
Calculating	Organizing
Comparing	Observing
Compiling	Planning
Completing	Problem solving
Coordinating	Reading
Copying	Record keeping
Creating	Remembering
Editing	Reviewing
Evaluating	Writing

- c. Things you enjoy and do which relate to working with objects:

Arranging	Distributing
Assembling	Loading
Constructing	Manipulating
Controlling	Repairing
Cutting	Stacking
Displaying	Stocking (shelves)

D. Parts of a résumé

1. Identification information

- a. Name
- b. Address
- c. Telephone number
- d. E-mail address (if you have one)
- e. Your name and the page number should be placed at the top of any additional résumé pages after the first page.

COMPLETE LEARNING ACTIVITY B.7-1
“DEVELOPING A PERSONAL RÉSUMÉ”

Note to Specialist: Have students complete Identification Information Section only.

2. Objective statement

- a. An objective conveys a sense of direction. It is a “theme” statement that will help you organize the supporting information in the rest of the résumé.
- b. If you know exactly what you want to do, include an objective statement.
- c. An objective statement describes the type of position you are seeking.
- d. An objective can be as short as the name of a position: “financial analyst” or “public relations specialist.”
- e. Objectives may also include the type of organization where you want to work, geographic area, specific skills you will bring to the position, or a particular interest area.
- f. To develop a strong, targeted objective, think about the following questions:

1. What type of position do you want?

2. Where? (what type of organization or work environment)
 3. What level of responsibility?
- g. Avoid using jargon or clichés such as “a challenging and responsible position using my education and experience.”
- h. Notice how short and specific these sample statements are:
1. *Sales representative in cosmetics at a major department store*
 2. *Medical records clerk in a physician office, clinic or hospital*
 3. *Entry-level position in computer-graphics design for advertising/marketing firm*
 4. *Administrative role in community health care education, with special emphasis on community relations with local employers*
 5. *Trainee position in real estate property management with opportunity to contribute strong financial skills and experience*
- i. If you are pursuing several career options, you may want to create a separate résumé for each career alternative.

COMPLETE LEARNING ACTIVITY B.7-1
“DEVELOPING A PERSONAL RÉSUMÉ”

Note to Specialist: Have students complete Objective Statement Section only.

3. Summary statement
 - a. A summary statement is two to four sentences long and briefly summarizes your qualifications.
 - b. The summary of qualifications highlights skills and experiences that are most applicable to a person’s job/career objective.

- c. When writing your summary statement you should mention work experience, skills, special abilities, talents, and personal traits.
- d. Depending on the job you are seeking, you might also want to list equipment and computer hardware and software with which you are proficient.

COMPLETE LEARNING ACTIVITY B.7-1
“DEVELOPING A PERSONAL RÉSUMÉ”

Note to Specialist: Have students complete Summary Statement Section only.

- 4. Accomplishments
 - a. Accomplishments comprise one of the most important parts of your résumé, even if you list only two or three.
 - b. An accomplishment is anything that you have done that has made a *positive difference* for you or others.
 - c. Accomplishment statements are one sentence in length and usually start with an *action* word.
 - d. An accomplishment might be a problem you solved, an improvement you made, a goal you accomplished, a procedure you developed, or a product you created.
 - e. Example:
 - 1. *Maintained a 3.6 grade-point average throughout high school and graduated with academic honors*
 - f. Employers are particularly impressed by accomplishments that save money, time, or resources, or boost earnings.

COMPLETE LEARNING ACTIVITY B.7-1

“DEVELOPING A PERSONAL RÉSUMÉ”

Note to Specialist: Have students complete Accomplishments Section only.

5. Education

- a. This section includes a list of the schools you have attended and the training programs you have completed, arranged in reverse order with the most recent experience at the top of the list.
- b. Include the name and location of the institution; the diploma, certificate, or degree earned; and the course emphasis. You may also include the year you graduated or the years you attended.
- c. Other academic information could be included, if relevant and supportive of your objective. Examples:
 1. Listing of relevant coursework/ coop experiences/ vocational programs
 2. Honors
 3. GPA, if 3.0 or higher
 4. Special projects
- d. If you have transferred from another school, you may or may not want to list that school.
- e. Some reasons for including other educational institutions might be if you wish to call attention to honor(s), activities, or other accomplishments at that school, to communicate that you were enrolled in school at that time, or to identify specific course work particularly related to your career goal or objective.

COMPLETE THE LEARNING ACTIVITY B.7-1 “DEVELOPING A PERSONAL RÉSUMÉ”

Note to Specialist: Have students complete Education Section only.

6. Experience

- a. This section lists positions you have held, including paid jobs, internships, apprenticeships, and volunteer work.
- b. Include full-time, part-time, co-op jobs, or field experiences.
- c. Start with the most recent position and work backwards.
- d. Names and locations (city and state only) of employers and years of employment should also be included.
- e. If you have held several part-time or temporary jobs, include only those that help qualify you for the type of position you are currently seeking.
- f. Include your exact job title, name and address of employer/organization, and the beginning and ending dates that you were there.
- g. Briefly list your duties and responsibilities, using as many *action* words as possible.
- h. Do not assume that job titles describe what you did. Job descriptions should briefly highlight functions performed, skills and knowledge demonstrated, and responsibilities assumed.
- i. Describe your most responsible tasks or functions first, even if they occupied only a small percentage of your time.
- j. State your experience in phrases that begin with strong action words (verbs) and show the scope and results (achievement where possible) of your activity.
- k. Examples:

1. *Created and implemented a system for ordering and maintaining inventory of office supplies*
2. *Developed a tracking log of client contacts, which greatly increased efficiency*

COMPLETE LEARNING ACTIVITY B.7-1 “DEVELOPING A PERSONAL RÉSUMÉ”
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Note to Specialist: Have students complete Experience Section only.

7. Skills

- a. With the growing reliance on technology in most work situations, employers are looking for employees with computer knowledge.
- b. Listing your experience with and knowledge of computers will serve to your benefit.
- c. You may want to divide your knowledge into categories such as hardware and software, depending upon the number of computer applications with which you are familiar and are relevant to your career objective.
- d. You may also want to state the level of expertise you have in a certain area, distinguishing between those that you are proficient in and those you have used once or twice.
- e. In addition to computer knowledge, a skills section could also include fluency or knowledge of any foreign languages.
- f. Any specialized skill that you would like to highlight that is relevant to your career objective can be included in this section.

Examples:

1. Computer proficiency in Word Perfect 8, and e-mail

2. Experience with Excel, Harvard Graphics, and DrawPerfect
3. Written and spoken fluency in Spanish

COMPLETE LEARNING ACTIVITY B.7-1
“DEVELOPING A PERSONAL RÉSUMÉ”

Note to Specialist: Have students complete Skills Section only.

8. Interests
 - a. Employers often seek interest from recent graduates with limited work experience.
 - b. Interests contribute to the picture of you as a “whole” person.
 - c. Whether to include interests may also be determined by the amount of résumé space available and how relevant your interests are to your career objective.

COMPLETE LEARNING ACTIVITY B.7-1
“DEVELOPING A PERSONAL RÉSUMÉ”

Note to Specialist: Have students complete Interests Section only.

9. References
 - a. Employers expect you to supply references and won't hesitate to ask for them.
 - b. You should contact three or four people who know you well enough to appraise your abilities and who have agreed in advance to answer inquiries.
 - c. You may help them to be a better reference by discussing your job objective with them and giving them a copy of your current résumé.

- d. Your references may want to comment on:
 - 1. Their own position and how they know you.
 - 2. Your abilities and potential compared to others.
 - 3. Your achievements or accomplishments, and
 - 4. Your work traits or academic traits.
- e. Great care should be taken in the circulation of your references' names and phone numbers.
- f. Usually the statement "References available upon request" is sufficient on the résumé.
- g. Type the references neatly on a separate sheet of paper, including complete names, addresses, and phone numbers and make copies. Provide a copy to any prospective employer who requests one.

10. Sample résumé.

Note that Ms. Smith's résumé does not include too much personal information.

Tammy Smith
105 Dunning Place
Washington, D.C. 20005
(202) 383-1650

Objective is Optional. If you include your objective be sure it is realistic for your experience and skills.

OBJECTIVE:

To work with young children in a day care center.

EDUCATION:

1995 – 1998

King High School
248 East Avenue
Washington, D.C. 20005

Ms. Smith mentions her courses that are job related and award she received.

Classes in child care and music. Member of Washington Career Association. Received First Place Award in Decision Making Competition.

EXPERIENCE:

Ms. Smith has not had any formal jobs, so she has listed her informal work experience.

1996 – 1997
Summers

Volunteer at YMCA day camp in Maryland. Helped senior counselor plan and lead all activities. Responsible for supervising 8 children in activities.

1994 – 1997

Baby-sitter for three younger brothers and sisters after school each day until 6:00 PM.

Ms. Smith includes "hidden skills."

SKILLS AND INTERESTS:

Singing, dancing and playing piano.

Listing references is optional. If you do list references, always ask a person's permission before you use them as a reference.

REFERENCES:

Furnished upon request.

COMPLETE LEARNING ACTIVITY B.7-1
“DEVELOPING A PERSONAL RÉSUMÉ”

Note to Specialist: Have students complete References Section only.

E. How to use a résumé

1. A well-written résumé will attract the attention of the readers enough for them to want to meet and interview you. It can be used as a:
 - a. Method of introducing yourself to prospective employers.
 - b. Guide during the job interview—employers often ask applicants to further elaborate on career goals, education, experience, and skills included on the résumé.
 - c. Written reminder of your education, experience, skills, and career goals for an employer to keep.
2. Further, it prepares you for describing your specific skills and experience in an interview.
3. Specific uses of a résumé include:
 - a. Responding to a want ad.
 - b. As a way of introducing yourself to any company that interests you.
 - c. At the conclusion of an in-person contact with a prospective employer, leave a résumé as a summary of you and a reminder of your visit.

COMPLETE LEARNING ACTIVITY B.7-2
“RÉSUMÉ FOR SUSAN JOHNSON”

COMPLETE LEARNING ACTIVITY B.7-3
“EMPLOYER REVIEW STUDENT RÉSUMÉS”

**COMPLETE LEARNING ACTIVITY B.7-4
“CREATING AN ELECTRONIC RÉSUMÉ FILE”**

**COMPLETE LEARNING ACTIVITY B.7-5
“JOURNAL WRITING”**

**COMPLETE LEARNING ACTIVITY B.7-6
“SERVICE LEARNING”**

**COMPLETE READING ACTIVITY B.7
“WHAT THEY DON’T KNOW WON’T HURT ‘EM”**

**COMPLETE MATH ACTIVITY B.7
“WORKING WITH TIME”**

Administer Post-Assessment

LEARNING ACTIVITY B.7-1
“DEVELOPING A PERSONAL RÉSUMÉ”

OBJECTIVE: To develop a personal résumé

RESOURCES: Work Sheet—Learning Activity B.7-1

SUGGESTED TIME: Various assigned periods of time during this module for students to complete specific sections of the personal résumé

DIRECTIONS:

1. As the module is presented, there will be a note at the end of each section directing students to complete that specific portion of the résumé.
2. Students should complete one section at a time, share with others in small group settings, and make revisions before the next section of the résumé is presented in class.

LEARNING ACTIVITY B.7-1
“DEVELOPING A PERSONAL RÉSUMÉ”
WORK SHEET

PERSONAL RÉSUMÉ

DIRECTIONS: Use this worksheet and the information in the boxes to write the first draft of your résumé.

IDENTIFICATION INFORMATION:

Full name
Street address
City, state, ZIP code
Telephone number with area code
E-mail address

State what kind of job you are looking for.

OBJECTIVE STATEMENT:

SUMMARY STATEMENT:

ACCOMPLISHMENTS:

List schools, years attended, and degrees earned. Start with the most recent; include the start and end dates for each.

EDUCATION:

List work and military experience. Start with the most recent; include the start and end dates for each.

EXPERIENCE:

List special skills, such as the ability to speak another language, computer skills or artistic ability.

SKILLS:

This optional section can include hobbies, such as skiing, playing the piano, and gardening.

INTERESTS:

Write: Available upon request. Then on a separate page, list three to five references. Include name, position, address, and phone number of each. Upon request, you will send this list. (Be sure you ask permission of each reference first.)

REFERENCES:

LEARNING ACTIVITY B.7-2
“RÉSUMÉ FOR SUSAN JOHNSON”

OBJECTIVE: To identify mistakes made in a sample résumé

RESOURCES: Work Sheet—Learning Activity B.7

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity B.7.
2. Instruct students to identify any mistakes in the résumé for Susan Johnson. This can be done individually or in small groups.
3. Go over the mistakes with the students. Discuss why they are incorrect.
4. Facilitate a discussion on the perception that an employer would have if he/she received this résumé. Emphasize the importance of visual first impressions.

LEARNING ACTIVITY B.7-2
“RÉSUMÉ FOR SUSAN JOHNSON”
WORK SHEET

RESUM

Susan Johnson
1234 W. Main Street
Washington, D.C.
(202) 383-4919
(202) 383-8013

EDUCATION

1994 – 98 Central High School
2432 N. Drake Road
Washington, D.C. 20005

Esperience

Course Work – Typing I, Computers

1994 – Present

Baby-sitter for Delores Martinez. Cared for two children ages 4 and 8. Also prepared meals and perform general housecleaning duties.

1996 – Present

Office Volunteer in high school. Office attendant. Duties included gathering data, compiling reports, and typing.

SKILLS AND INTERSTS

I like bike-riding and ran track in school for two years.

WORK AND PERSONAL REFERENCES

Carol Pehel
Job Specialist
Central High Scool
383-2111 (w)

Delores Martinez
1235 W. Main Street
Washington, D.C. 20005
383-0101

Ted Jackson
Minister
Mt. Zion Church
100 S. West Street
Washington, D.C. 20005

**FINDING ERRORS IN RÉSUMÉ FOR
SUSAN JOHNSON**

Answer Sheet

DIRECTIONS: Place a check mark (✓) next to the following errors which the participant has found. Add (+) one point for each correct found. Subtract (-) one point for each error circled other than those below.

1. The word RESUMÉ should not be on the page _____.
2. RESUMÉ is misspelled _____.
3. NAME and ADDRESS is not centered _____.
4. There is no zip code after D.C. _____.
5. Bracket is missing on one of phone numbers _____.
6. Phone numbers don't tell if home or work _____.
7. Experience misspelled (Esperience) _____.
8. Line under Experience _____.
9. Experience should be capitalized, like Education, Skills and Interests, etc.
10. Meals misspelled (meels) _____.
11. Perform should be past tense (performed) like prepared _____.
12. Comma needed after also _____.
13. Office Volunteer should be underlined _____.
14. 1996 – Present should be first for work experience _____.
15. Skills and interests misspelled _____.
16. The pronoun "I" should not be used _____.
17. No phone number for Ted Jackson _____.
18. No address for Central High School _____.
19. School is misspelled (scool) _____.
20. Telephone number for Delores does not state if work or home _____.

_____ - _____ = _____
No. of correct No. circled which Final Score
errors circled should not have been

(Adapted from: Jobs for Montana's Graduates)

LEARNING ACTIVITY B.7-3
“EMPLOYER REVIEW OF STUDENT RÉSUMÉS”

OBJECTIVE: To obtain feedback from area employer(s) concerning résumés developed by students

RESOURCES:

- Completed student résumés
- Local employer volunteers

SUGGESTED TIME: 2 – 3 hours

DIRECTIONS:

1. Contact local employers to come to the school on a designated date to provide feedback to student résumé(s).

Note to Specialist: Several employers can be invited at the same time to work in small groups or a single employer can visit to provide feedback for a specific résumé.

2. Completed résumé(s) should be sent to the employer at least a week before the scheduled visit to give him/her time to prepare comments.
3. Provide a set of guidelines with the completed résumé(s) so that the employer will know exactly how to proceed with the critique and what will be expected during the class sharing session.
4. Facilitate the sharing session. Students should take notes.
5. Students should make revisions after the employer critique.

LEARNING ACTIVITY B.7-4
“CREATING AN ELECTRONIC RÉSUMÉ FILE”

OBJECTIVE: To create an electronic résumé file

RESOURCES:

- Personal résumé developed by the students during this module
- Access to a computer
- Computer disk for each student


SUGGESTED TIME: 3–4 hours

DIRECTIONS:

1. Have students transfer the hard copy of their personal résumé to the computer disk.
2. Have students use spell check.
3. Have students save the résumé on the computer disk.
4. Have students print out a copy of their résumé.
5. Have students exchange their résumé with another student.
6. Students critique the résumé that they receive from another student and return it when they are done.
7. Students should make revisions, save the final copy on the computer disk, and print out a finished copy of their personal résumé to be placed in their Career Portfolio.

DISCUSSION QUESTION:

1. Why does putting your résumé on the computer disk save you time in the future as you have additional information to add?



LEARNING ACTIVITY B.7-5
“JOURNAL WRITING”

OBJECTIVE: Students will demonstrate their writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY B.7-5
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY B.7-6
“SERVICE LEARNING”

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity B.7-6

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See “Types of Support Linkages”).
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See “Community Resources”).
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the “Service Activity Action Plan.”

TYPES OF SUPPORT LINKAGES

Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of vocational rehabilitation
		Job training partnership program

(Source: Handbook for Vocational Support Service Teams in Maryland)

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

(Source: Sarkees-Wircenski, M. & Scott, J. Vocational Special Needs)

SERVICE ACTIVITY ACTION PLAN

ACTIVITY/IDEA FOR IMPLEMENTATION	
STEPS FOR IMPLEMENTATION	RESOURCES NEEDED

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES
POSSIBLE BARRIERS	CREATIVE SOLUTIONS
TIMEFRAME	

READING ACTIVITY B.7
“WHAT THEY DON’T KNOW WON’T HURT ‘EM”

OBJECTIVE: To read with comprehension

RESOURCES: Reading Activity B.7

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity B.7 and distribute to each student.
2. Have students read “What They Don’t Know Won’t Hurt ‘Em.”
3. Have students complete the “Recall Questions” and check their answers for accuracy.
4. Discuss the story with your students.

“WHAT THEY DON’T KNOW WON’T HURT ‘EM”

“Carole, you can’t do that!”

“Sure I can, Kath. Hey, it’s a jungle out there. The job market’s tough. There are a lot more people better qualified for this job than me. This is *my* résumé. I can doctor it up any way I want.”

“But Carole, what if they check on you? What if they call Orange State Junior College and ask about your record?”

“You don’t really think they’d try, do you?” I said. “I only went for one and a half years. I didn’t say I had a degree in case they might ask to see my diploma. Besides, do you see any phone number or address?”

“No.”

“That’s right! There isn’t any, because there isn’t any Orange State Junior College. The whole thing’s made up. Somebody told me that you could write anything you want for the education part of a résumé. The employers never check on it. They’re mostly interested in work experience. Take a look at that,” Carole said, pointing to her typed résumé.

“Hmm,” Kathy said as she read more. “Hilltop Quik Shop, 1 year, at \$3.00 per hour; Burger Palace, 1 year, at \$3.65 per hour; Motor Lodge (desk clerk), 1 year at \$3.65 per hour; Ace Plumbing and Heating (secretary), 1 year, at \$4.00 per hour. Hey, wait a minute. You never worked at a motor lodge.”

“No kidding, Dick Tracy. That’s why I didn’t give the full name. I listed plenty of other good references. I gave them the name and address of Tony from the Hilltop Quik Shop and Uncle Fred at Ace Plumbing and Heating.”

“I don’t get it, Carole. Why did you lie about being a desk clerk?”

“I also wrote that I could run business machines. One that I mentioned was a teletype. The only place I could think of that had one was the Winston Motor Lodge.”

“I don’t know, but I think you’re in for a big surprise.”

“You mean a big job!”

“Carole, they’re going to catch you. What if they ask your Uncle Fred about you? Do you think he would lie about Orange State? Or what if they call Tony and ask about you? You didn’t work for him a whole year. It was more like three months. And did you notice you have four years’ work experience listed here?”

“Yeah, so what?”

“Honey, you were only out of high school for two years. Even if you worked summers and in between semesters at Orange State, it wouldn’t add up to four years. You’re a fool if you send this in. What if you get the job and have to run a teletype? The boss will know right away you can’t. And you’ll never get a job if they think you’re dishonest. I think you should tear it up. Write a new one. You won’t fool anyone with these lies. Why don’t you come back to earth and try it again, Carole?”

RECALL QUESTIONS

PART I

DIRECTIONS: How well did you read? Complete the following sentences.

1. Carole
 - a. _____ went to college for a year and a half.
 - b. _____ went to Orange State Junior College.
 - c. _____ didn't go to college.

2. Carole put things on her résumé that weren't true
 - a. _____ to get a good job.
 - b. _____ because she didn't care if she got a job.
 - c. _____ just to be funny.

3. An employer who checked up on Carole's résumé probably
 - a. _____ wouldn't hire her because she was dishonest.
 - b. _____ would ask her to rewrite her résumé.
 - c. _____ wouldn't care that she had been dishonest.

PART II

DIRECTIONS: Draw lines to match the words with their meanings.

résumé

education

work experience

the jobs a person has had

fact sheet used to get a job

the schools a person has gone to

PART III

DIRECTIONS: When writing a résumé, you should follow the advice in the story and put down things that are true. Below is a list of statements about Carole. Put *T* beside each statement that is true. Put *F* beside each statement that is false in the story.

- _____ 1. Carole has been out of high school for two years.
- _____ 2. She had a job as a desk clerk at a motor lodge.
- _____ 3. Carole quit college after one year.
- _____ 4. Carole could not run a teletype machine.
- _____ 5. Carole worked as a secretary for a year.
- _____ 6. Carole is a good waitress.
- _____ 7. Carole listed references on her résumé.

MATH ACTIVITY B.7
“WORKING WITH TIME”

OBJECTIVE: To practice working with time

RESOURCES: Work Sheet—Math Activity B.7

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of the work sheet for Math Activity B.7 and distribute to each student.
2. Have students complete the questions on the work sheet and check their answers for accuracy.
3. Discuss the Math Activity with your students.

MATH ACTIVITY B.7
“WORKING WITH TIME”
WORK SHEET

DIRECTIONS: The information below was on Carole’s résumé. Use it to answer the questions that follow.

Birth Date: 11/18/79

Education: West High School; graduated June 1997
Orange State Junior College 9/98 – 6/99

Work Experience: Hilltop Quik Shop 6/97 – 9/98
Burger Palace 1/99 – 7/99
Motor Lodge 7/99 – 10/99

1. Carole wrote this résumé on June 18, 1999. How old was she at the time? Give your answer in years and months.

2. How old was Carole when she graduated from high school? Give your answer in years and months.

3. Give the name of the month in which Carole began college. How many months was she in college?

4. After Carole stopped working at the Hilltop Quik Shop, how many months was she without work?

5. Carole worked at the Burger Palace from when to when? Give the names of the months.

6. Which job did Carole have for the longest period of time? How many months was she employed at that job?

7. Give the names of the months Carole started and stopped working at the Motor Lodge.

8. Figure out the *total* number of months that Carole was employed. If you put them all together, how many whole years and months does this make?

PRE-ASSESSMENT **POST-ASSESSMENT**

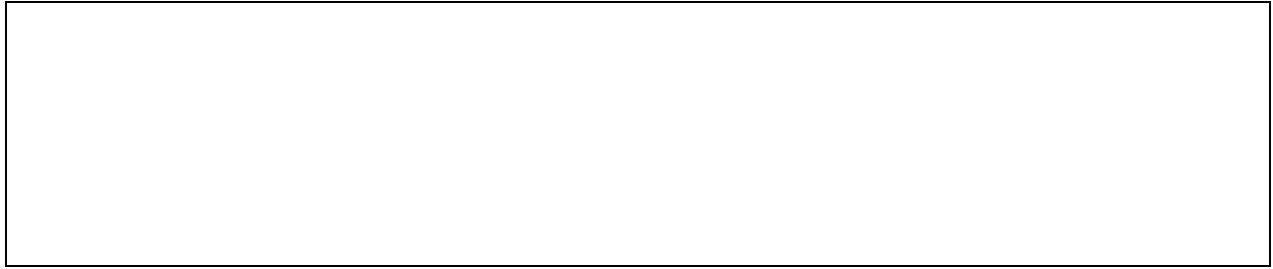
DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

1. What is a résumé?

2. What should you remember when preparing to write your résumé?

3. Identify the parts of a résumé.

4. Describe how a résumé can be used.



ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. What is a résumé?
 - A job hunting tool
 - A snapshot of you
 - It also provides them with a clear picture of your experience and qualifications
 - A résumé is a careful selection of information designed to present you in the most effective way possible to a potential employer
 - It lets potential employers know what you have to offer

2. What should you remember when preparing to write your résumé?
 - Your résumé is as unique as you are
 - The process of writing a résumé forces you to focus on what it is you want to do, and to organize your qualifications in support of your goal or objective
 - The résumé doesn't have to say everything. It's a screening tool, a brochure to help employers decide who's worth meeting in person. There will be time in the interview process to flesh out details, amplify strengths, and demonstrate your personal attributes
 - In the course of a year, an employer may receive hundreds, even thousands of résumés. Every single one is different, yet all are similar
 - There is no "magic" formula for a résumé, because you never know what is going to impress (or turn off) an individual employer
 - Concentrate on making your résumé concise, accurate, attractive, and easy to read
 - Try to limit your résumé to one or two pages
 - Employers typically spend only seconds scanning a résumé in the initial screening
 - It is critical that it be visually pleasing with the most pertinent information readily available at a glance

3. Identify the parts of a résumé.

- Identification information
- Objective statement
- Summary statement
- Accomplishments
- Education
- Experience
- Skills
- Interests
- References

4. Describe how a résumé can be used.

- A well-written résumé will attract the attention of the readers enough for them to want to meet and interview you. It can be used as:
 - a. A method of introducing yourself to prospective employers
 - b. A guide during the job interview—employers often ask applicants to further elaborate on career goals, education, experience, and skills included on the résumé
 - c. A written reminder of your education, experience, skills, and career goals for an employer to keep
- Further, it prepares you for concisely describing your specific skills and experience in an interview.
- Specific uses of a résumé include:
 - a. Send a résumé in response to a want ad
 - b. Send a résumé as a way of introducing yourself to any company that interests you
 - c. At the conclusion of an in-person contact with a prospective employer, leave a résumé as a summary of you and a reminder of your visit

ANSWER KEY
READING ACTIVITY

PART I

1. Carole
 - a. _____ went to college for a year and a half.
 - b. _____ went to Orange State Junior College.
 - c. x didn't go to college.

2. Carole put things on her résumé that weren't true
 - a. x to get a good job.
 - b. _____ because she didn't care if she got a job.
 - c. _____ just to be funny.

3. An employer who checked up on Carole's résumé probably
 - a. x wouldn't hire her because she was dishonest.
 - b. _____ would ask her to rewrite her résumé.
 - c. _____ wouldn't care that she had been dishonest.

PART II

résumé	the jobs a person has had
education	fact sheet used to get a job
work experience	the schools a person has gone to

PART III

- T 1. Carole has been out of high school for two years.
- F 2. She had a job as a desk clerk at a motor lodge.
- F 3. Carole quit college after one year.
- T 4. Carole could not run a teletype machine.
- F 5. Carole worked as a secretary for a year.
- ? 6. Carole is a good waitress.
- T 7. Carole listed references on her résumé.

ANSWER KEY

MATH ACTIVITY

1. 19 yrs., 7 months
2. 17 yrs., 7 months
3. September, 10 months
4. 3 months
5. January 1999 until July 1999
6. Hilltop Quik Shop, 1 yr., 3 months
7. July, October
8. 2 yrs, 2 months