

## **TOPIC: RÉSUMÉ PACKAGE**

### **SUMMARY:**

Before employers decide to meet interview candidates, they first view the résumé package. A résumé package includes a résumé and a cover letter. The résumé package needs to efficiently and effectively sell skills and communicate how attributes are unique compared to those of all the other candidates vying for the target job. The résumé is an important job search tool that should be created in advance of job searching and continually updated.

### **OTHER RESOURCES:**

#### **POTENTIAL GUEST SPEAKERS**

- Invite a HUMAN RESOURCES MANAGER to explain hiring process and what he or she looks for when hiring.
- Invite a JOB PLACEMENT EMPLOYEE (temporary services or college services) to provide an overview of the job search process.

#### **POTENTIAL FIELD TRIPS**

- Visit a HUMAN RESOURCES DEPARTMENT to meet key individuals and have them briefly explain their hiring procedures.
- Visit a TEMP SERVICE OR THE COLLEGE JOB PLACEMENT OFFICE to help understand the job search process and the resources available.

### **LEARNING OUTCOMES: *After studying these topics, you will benefit by:***

- Building a powerful résumé package
- Communicating a clear career objective/personal profile
- Utilizing power words and quantifiable outcomes to reflect personal accomplishments and experiences
- Identifying methods for effectively sharing a résumé
- Developing a cover letter
- Integrating methods to tailor the résumé package for target industries and employers
- Addressing special circumstances and time gaps

#### ***You are a successful student if you:***

1. Write a career objective/personal profile
2. Write a résumé
3. Write cover letter

## **OVERVIEW OF EXERCISES AND ACTIVITIES**

The following chart provides a quick overview of the activities for Résumé Package. A complete description of each activity follows these tables. In the full description, you will find the activity

title, instructions, and how to conclude/evaluate the activity. As you review which of these activities to use, consider the following:

- None of the activities are meant to be prescriptive. Pick, choose, and adapt. You know your students and what they need better than anyone else.
- We have denoted the format in which the activities can be used. Note the column below titled “Applications.” Most of the activities can be easily replicated from the classroom to the online environment. For example, reflection papers and case studies could be posted on discussion boards or chat rooms and students could respond there. Where appropriate, additional suggestions have been included in the activity section below.
- We have included all worksheets needed to complete the activities for this topic.
- You may want to suggest means by which your students can save, retrieve, and send their activities. This is usually determined by you and the LMS used at your institution.
- The activities provided for this module are intended to give you suggestions that may assist you in providing students with activities, journal writing, thought-provoking situations, and group activities. You probably have many activities in addition to the ones found here. Use them to your best advantage. You and your ideas bring the class to life.
- TALK IT OUTS are found throughout the chapters and are set up to be used as in-class activities or may be assigned for homework.
- ACTIVITIES are found at the end of each chapter and are set up to be used as homework (some may be used as in-class activities).
- SELF-QUIZ is used as a review of key terms.

| Activity #  | Description  | Related Skill and/or Learning Outcome | Applications   |
|---|--|---------------------------------------|--|
| <b>Talk It Out</b>  | Determine type of résumé to use  | Résumé package                        | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Topic Situation</b>                                    | Identify an appropriate voice mail for Rebecca   | Résumé package                        | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Think Like A Boss</b>                                  | Determine what to look for in a résumé. Reaction to typing grammar errors in a cover letter. | All                                   | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #1 Summary Or Personal Profile Draft</b> | Draft skills summary or personal profile   | Objective/personal profile            | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #2 List Skills</b>                       | List job –specific, transferable and soft skills   | Résumé package<br>Power words         | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or   |

|   |  |   |  |
|---|--|---|--|
|   |  |   | Blended<br><input checked="" type="checkbox"/> Online  |
| <b>Text Activity #3<br/>Accomplishments</b>                                 | Using Activity 13-1, turn accomplishments in to statements | Résumé package<br>Power words<br>Cover letter   | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #4<br/>Résumé Errors</b>                                   | Proofread a résumé for errors                              | Tailor the résumé package   | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #5<br/>Gather Information</b>                              | Information needed for completing a résumé                 | Résumé package  | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #6<br/>Internet Search For<br/>Power<br/>Words/Phrases</b> | Find words and phrases that can be used in the résumé      | Résumé package<br>Power words<br>Cover letter   | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #7 Job<br/>Specifics</b>                                   | Used to tailor the résumé and cover letter                 | Résumé package<br>Power words<br>Cover letter<br>Tailor the résumé package  | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #8<br/>Résumé</b>  | Create a résumé  | Résumé package<br>Power words<br>Tailor the résumé package<br>Special circumstances and time gaps                 | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #9<br/>Cover Letter</b>                                    | Create a cover letter                                      | Résumé package<br>Power words<br>Cover letter<br>Tailor the résumé package<br>Special circumstances and time gaps | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Additional Activity:<br/>Discussion<br/>Questions</b>                    | Ideas for further discussion                               | All   | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Self-Quiz</b>  | Matching key terms   | All   | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |

**MyStudentSuccessLab ASSESSMENTS and ACTIVITIES**

MyStudentSuccessLab ([www.mystudentsuccesslab.com](http://www.mystudentsuccesslab.com)) is an online solution designed to help students acquire and develop the skills they need to succeed. Here students can access peer-led video presentations and develop core skills through interactive exercises and projects. Rich assessments based on Bloom's Taxonomy and tied to learning outcomes provide students with the opportunity to identify their strengths and weaknesses and to communicate them more effectively. MyStudentSuccessLab helps students develop academic, life, and career skills that will transfer to ANY course or experience.

| <b>MSSL Topic</b>       | <b>MSSL Activity</b>                                   | <b>Description</b>   | <b>Related Learning Objective</b>  | <b>Time on Task</b>                             | <b>Suggested Use</b>   |
|-------------------------|--|--|--|---|--|
| <b>Career Portfolio</b> | <b>Topic Pre-Test</b>                                  | 20 Multiple Choice questions targeting various levels of Bloom's taxonomy. Auto grading  | All topic learning objectives (see Overview in the Learning Path)  | 30 min  | Homework or in-class quiz  |
| <b>Career Portfolio</b> | <b>Video: Resumes and Cover Letter Tips (5:01 min)</b> | This video case study illustrates how to create an effective resume and cover letter   | <ul style="list-style-type: none"> <li>Analyze ways to organize resumes</li> <li>Compare different resume formats</li> <li>Explain and apply techniques to create effective cover letters</li> </ul> | 30-40 min                                       | Homework, including viewing video and answering discussion questions |
| <b>Career Portfolio</b> | <b>Practice 1: Career Portfolio Information</b>        | In this multimedia activity, students identify what information to collect to create an effective resume   | <ul style="list-style-type: none"> <li>Identify components of a career portfolio</li> <li>Gather information to create a resume or job application</li> </ul>  | 20 min  | Extra practice or homework   |
| <b>Career Portfolio</b> | <b>Practice 2: Resumes</b>                             | In this multimedia activity, students review the three common types of resume organization --chronological, functional and hybrid/combined                                 | <ul style="list-style-type: none"> <li>Analyze ways to organize resumes</li> <li>Compare different resume formats</li> </ul>   | 35-40 min                                       | Extra practice or homework   |
| <b>Career Portfolio</b> | <b>Practice 3: Cover Letters</b>                       | In this multimedia activity, students explore how to create an effective cover letter  | <ul style="list-style-type: none"> <li>Explain and apply techniques to create effective cover letters</li> </ul>   | 20 min  | Extra practice or homework   |
| <b>Career Portfolio</b> | <b>Activity 1: Create a Resume</b>                     | Students identify an internship position and create a resume to apply for the position. Can submit work via LMS or doc sharing for grading.(See Appx A for Grading Rubric) | <ul style="list-style-type: none"> <li>Demonstrate an ability to create an effective resume</li> </ul>   | 1-3 hours, depending on previous work on resume | Graded homework  |
| <b>Career Portfolio</b> | <b>Career Portfolio: Journal Writing Assignment</b>    | E-journal activity focusing on the completion of a career portfolio and why it is important to build a portfolio   | <ul style="list-style-type: none"> <li>Reflect on ways to improve your career portfolio</li> </ul>   | 20-30 min                                       | Reflection activity  |

|                         |  |  |  |                                |   |
|-------------------------|--|--|--|--------------------------------|---|
|                         |  | now  |  |                                |   |
| <b>Career Portfolio</b> | <b>Career Portfolio: Goal Setting Writing Assignment</b> | Students set goals to complete their career portfolio  | <ul style="list-style-type: none"> <li>Reflect on ways to improve your career portfolio</li> </ul> | 15-20 min                      | Goal setting activity   |
| <b>Career Portfolio</b> | <b>Extra Practice</b>                                    | Test items with feedback for correct and incorrect answers. Test items cover all topic learning objectives (see Overview in the Learning Path) | Over 100 additional Extra Practice items assess all topic learning objectives                      | Self-paced so time is variable | Extra practice or homework                                    |
| <b>Career Portfolio</b> | <b>Topic Post-Test</b>                                   | 20 Multiple Choice questions targeting various levels of Bloom's taxonomy. Auto grading  | All topic learning objectives (see Topic Overview in the Learning Path)                            | 30-45 min                      | Graded in-class test (can compare Pre- and Post-test results) |

**TALK IT OUT**

***1. Which résumé layout is best for your situation? Why?***

Although answers may vary, most students graduating from college are starting a new career. In this case, they will usually use a functional layout. This layout allows them to emphasize their skills since they have little or no work experience in the career (or at all).

**TOPIC SITUATION RESPONSE**

***1. What would be an appropriate voice mail message for Rebecca? Should Rebecca acknowledge the interviewer's voice mail recommendation when she goes into the interview?***

Hi, you have reached Rebecca's phone. I am not available to take your call right now. Please leave a name, number, and brief message, and I will get back to you. Yes, she should acknowledge the call and apologize for the unprofessional message and let the employer know she has changed it.

## **THINK LIKE A BOSS**

### ***1. What would you look for first when reviewing a résumé?***

Students should realize from the chapter that most employers would look for the skills, qualifications, and knowledge required for the position. Along with those job related skills they will look for transferable (soft) skills that are necessary and related to the position. The résumé should reflect the job announcement.

### ***2. What would your reaction be if you were reading a cover letter that had several typing and grammar errors?***

Employers are looking for reliable and efficient employees. Typing and grammar errors could mean that employee is not reliable or efficient. A résumé or cover letter sent to employers with these types of errors was probably done quickly or by a candidate that was not reliable enough to even proofread the cover letter. Most employers would toss it in the garbage and move on to the next cover letter.



**Text Activity #1: Summary or Personal Profile Draft (*Exercise 14-1*)**

***Write a draft skills summary or personal profile.***

This exercise, along with the other exercises in this chapter will get students starting in gathering information to use on their résumé and cover letter. They may need to add a small amount of job specific information to the summary or profile.

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|  |

**Text Activity #2: List Skills (Exercise 14-2)**

*List as many job-specific, transferable, and soft skills as possible. If you have not yet held a job, list job skills you have developed from academic studies or volunteer work.*

| <b>Job-Specific Skills (Related to Your Career Job)</b> | <b>Transferable Skills (Can Be Used in Any Job)</b> | <b>Soft Skills (People Related)</b> |
|---|---|-------------------------------------|
|---|---|-------------------------------------|

This exercise, along with the other exercises in this chapter will get students starting in gathering information to use on their résumé and cover letter. The more information they have here, the easier it will be to put together the résumé and cover letter.

| <b>Job-Specific Skills</b> | <b>Transferable Skills</b> | <b>Soft Skills</b> |
|----------------------------|----------------------------|--------------------|
|                            |                            |                    |
|                            |                            |                    |
|                            |                            |                    |
|                            |                            |                    |
|                            |                            |                    |

**Text Activity #3: Accomplishments (Exercise 14-3)**

***Accomplishments – Refer to the accomplishments worksheet completed in Activity 13–1. Review these accomplishments and turn them into powerful action statements. Quantify whenever possible.***

This exercise, along with the other exercises in this chapter will get students starting in gathering information to use on their résumé and cover letter. Refer students to résumé and cover letter examples and tables 14-1 and 14-2 for power words and how to change their accomplishments to powerful action statements.

| <b>Choose Your Top Five Accomplishments<br/>From Activity 13-1</b> | <b>Change to Powerful Action Statements</b> |
|--|---|
| 1.   |   |
| 2.   |   |
| 3.   |   |
| 4.   |   |
| 5.   |   |

**Text Activity #4: Résumé Errors (Exercise 14-4)**

*Circle the inconsistencies and errors on the following résumé.*

A M A N D A J . E R I E

**OBJECTIVE**

- |  |
|--|
| <p>Objective</p> <ul style="list-style-type: none"> <li>▪ too much spacing, be consistent</li> <li>▪ missing period</li> </ul> |
|--|

Seeking a position as an Administrative Assistant where I can utilize my office skills to better my career

**SUMMARY OF QUALIFICATIONS**

- Computer software skills include Microsoft Word, Excel, Outlook, Access, and Power point
- Knowledge of Multi-line telephone system, filing, data entry, formatting of documents and reports, and operation of office equipment.
- Excellent interpersonal skills and polished office etiquette.
- written and oral communication skills
- Typing skills at 50 WPM
- Bilingual

- |   |
|---|
| <p>Qualifications</p> <ul style="list-style-type: none"> <li>▪ Second bullet is multi-line initial cap, no others are initial cap</li> <li>▪ fourth bullet should start with capital letter</li> <li>▪ there should be no periods at the end of the bulleted items</li> <li>▪ Bilingual should include languages and proficiency</li> </ul> |
|---|

**EDUCATION**

- |   |
|---|
| <p>Education</p> <ul style="list-style-type: none"> <li>▪ Period and date in only one school</li> </ul> |
|---|

**Reese Community College, Postville, PA** Currently pursuing AA Degree in Office Occupations.  
**Calvin Institute of Technology, Cambridge, OH** Office Technology Certificate  
 Spring 2010

**WORK AND VOLUNTEER EXPERIENCE**

- |  |
|--|
| <p>Experience</p> <ul style="list-style-type: none"> <li>▪ Company name fonts should be the same</li> <li>▪ periods are inconsistent</li> <li>▪ Tenses are inconsistent</li> <li>▪ rigal should be Rigal</li> <li>▪ Usher has periods to separate, the rest use commas</li> <li>▪ Company names not aligned</li> </ul> |
|--|

01/11 – Present *rigal Entertainment Group* Postville, CA  
**Usher** – Responsible for ensuring payment of services. Answer customer inquiries. Collect and count ticket stubs.

11/07 – 02/09 *Loblaws* Cambridge, OH  
**Cashier** – Operated cash register, stocking, assisting customers

01/07 – 04/07 *Jolene's Diner* Cambridge, OH  
**Server**– Provided customer service by waiting tables, cleaned, and operated cash register

|     |     |
|-----|-----|
| 1.  | 2.  |
| 3.  | 4.  |
| 5.  | 6.  |
| 7.  | 8.  |
| 9.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

**Text Activity #5: Gather Information (Activity 14-1)**

*Complete the following table.*

This activity, along with the other exercises in this chapter will get students starting in gathering information to use on their résumé and cover letter. The more information they have here, the easier it will be to put together the résumé and cover letter.

| <b>Education (list most recent first)</b>  |                         |              |   |               |
|--|-------------------------|--------------|---|---------------|
| <b>School Name</b>                         | <b>City, State</b>      | <b>Dates</b> | <b>Degree, Certificate, Credential, Licenses,</b> | <b>GPA</b>    |
|  |                         |              |   |               |
| <b>Skills</b>                              |                         |              |   |               |
|  |                         |              |   |               |
|  |                         |              |   |               |
|  |                         |              |   |               |
|  |                         |              |   |               |
|  |                         |              |   |               |
|  |                         |              |   |               |
| <b>Employment (list most recent first)</b> |                         |              |   |               |
| <b>Employer</b>                            | <b>Employment Dates</b> |              | <b>Job Title</b>                                  | <b>Duties</b> |
|  |                         |              |   |               |
|  |                         |              |   |               |
|  |                         |              |   |               |
|  |                         |              |   |               |
|  |                         |              |   |               |

**Text Activity #6: Internet Search for Power Words/Phrases (Activity 14-2)**

***Conduct an Internet search to identify résumé power words/phrases. List at least five new words that are not in the text.***

Answers will vary. Encourage students to use the Internet to look at various examples on the text website and other sites that are listed at the end of the chapter.

|    |
|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

**Text Activity #7: Job Specifics (Activity 14-3)**

***Search for a job you would like to have when you graduate, and fill in the following information that will be used to tailor your résumé and create a cover letter.***

|  |
|--|
| 1. Position for which you are applying.                                |
| 2. How you learned about the job.                                      |
| 3. Any contact you have had with the employer or others about the job. |
| 4. Why are you interested in this job?                                 |
| 5. Why are you interested in this company?                             |
| 6. What products or services are provided?                             |
| 7. List relevant skills related to the job description.                |
| 8. List reasons this company should hire you.                          |
| 9. Indicate your desire for an interview.                              |
| 10. Indicate your flexibility for an interview (time and place).       |

The purpose for this activity is to use the information for tailoring the résumé and cover letter.



**Text Activity #8: Résumé (Activity 14-4)**

*Using a word-processing program and the steps and/or exercises from this chapter create a résumé for the job you found in Activity 14-3.*

Remind student to use the exercises and activities and to refer back to all that was learned in the chapter.

**Text Activity #9: Cover Letter (Activity 14-5)**

*Using a word processing program and the information from this chapter, create a cover letter for the job you found in activity 14-3.*

Remind students to use exercises and activities and refer back to what was learned in the chapter.

**Additional Activity: Discussion Questions**

1. Discuss the difference between a job-specific skill and a transferable skill. Give an example of each.
2. Identify the information needed for a winning résumé and cover letter.
3. Discuss which résumé layout would be best for your situation

**Self-Quiz**

**Matching Key Terms:** *In the blank column match the key term to the definition using the identifying number.*

| <b>Key Terms</b>                  | <b>Answer</b> | <b>Definitions</b>   |
|-----------------------------------|---------------|--|
| advanced skills set résumé layout |               | 1. an introductory written statement used on a functional résumé for individuals with little or no work experience                                       |
| cover letter                      |               | 2. an introductory written statement used on an advanced skill set résumé for individuals with professional experience related to their target career    |
| functional résumé layout          |               | 3. a formal written profile that presents a person's knowledge, skills, and abilities to potential employers   |
| information heading               |               | 4. a letter that introduces your résumé  |
| job-specific skills               |               | 5. skills that can be transferred from one job to another  |
| personal profile                  |               | 6. a résumé layout that emphasizes relevant skills when related work experience is lacking   |
| résumé                            |               | 7. skills that are necessary when working with others in the workplace   |
| skills summary                    |               | 8. people skills that are directly related to a specific job or industry   |
| soft skills                       |               | 9. a résumé heading that contains relevant contact information including name, mailing address, city, state, ZIP code, contact phone, and e-mail address |
| transferable skills               |               | 10. a résumé layout used by those with extensive career experience that emphasizes related work experience, skills, and significant accomplishments      |

**Self-Quiz Answer Key**

| <b>Key Terms</b>                  | <b>Answer</b> | <b>Definitions</b>   |
|-----------------------------------|---------------|--|
| advanced skills set résumé layout | 10            | 1. an introductory written statement used on a functional résumé for individuals with little or no work experience                                       |
| cover letter                      | 4             | 2. an introductory written statement used on an advanced skill set résumé for individuals with professional experience related to their target career    |
| functional résumé layout          | 6             | 3. a formal written profile that presents a person's knowledge, skills, and abilities to potential employers   |
| information heading               | 9             | 4. a letter that introduces your résumé  |
| job-specific skills               | 8             | 5. skills that can be transferred from one job to another  |
| personal profile                  | 2             | 6. a résumé layout that emphasizes relevant skills when related work experience is lacking   |
| résumé                            | 3             | 7. skills that are necessary when working with others in the workplace   |
| skills summary                    | 1             | 8. people skills that are directly related to a specific job or industry   |
| soft skills                       | 7             | 9. a résumé heading that contains relevant contact information including name, mailing address, city, state, ZIP code, contact phone, and e-mail address |
| transferable skills               | 5             | 10. a résumé layout used by those with extensive career experience that emphasizes related work experience, skills, and significant accomplishments      |

## NETWORKING AND RÉSUMÉS ASSIGNMENT SHEET

| Assignment                  | Points | Notes |
|-----------------------------|--------|-------|
| Read Chapter                |        |       |
|                             |        |       |
| Exercise 14-1               |        |       |
| Exercise 14-2               |        |       |
| Exercise 14-3               |        |       |
|                             |        |       |
| Topic Situation: Voice Mail |        |       |
|                             |        |       |
| Self-Quiz                   |        |       |
|                             |        |       |
| Think Like A Boss #1        |        |       |
| Think Like A Boss #2        |        |       |
|                             |        |       |
| Activity 14-1               |        |       |
| Activity 14-2               |        |       |
| Activity 14-3               |        |       |
| Activity 14-4               |        |       |
| Activity 14-5               |        |       |
|                             |        |       |
|                             |        |       |