

**Resume Building Module 5**

**Weekly Plan of Activities**

**Week 5 Day 1 – Module Plan Pre-Employment Program**

**By:** Trea StormHunter

**Module Description:** Personal Development -Essential Skills– Day one.

**Over Arching understanding** - Understanding the relationship between personal qualities, education, and training are keys to success in the world of work and/or Post-Secondary education.

**Essential Question** - What components are key to create a competitive resume that will increase success in applying for employment?

**Knowledge & Skill content** – The Participants will:

- Understand the purpose of a resume.
- Learn why a resume is important in their job search.
- Understand chronological and combination resumes and select the appropriate type for their specific needs.
- Learn what to include in a resume by identifying their strengths, skills and accomplishments.
- Correctly select the appropriate type of resume for their specific needs.

**Intents:**

*What do you plan to accomplish?*

The objective of this lesson is for each learner to understand the purpose and importance of creating a professional resume for their job search.

*Why is this important learning?*

This learning is important because to be successful in their job search, participants need to be able to highlight their work experience and skills in a meaningful way to attract potential employers.

**Resources:**

Large flip chart with essential questions

Small binders for participants

Blank paper

Pens and Pencils

Participants Hand-outs (Week 5 Day 1)

Learning Journals

Instructor Resume PowerPoint

**Daily Classroom Activities:**

Day 1 3 hours	Instructor ACTIVITY	Participant ACTIVITY	EVALUATION
Instructor  30 Mins  15 Mins  20 Mins  30 Mins	<p><b>Introduction:</b></p> <p>Instructor Introduction (use Instructor Resume PPT) Getting Started Resume Building.</p> <p><b>ACTIVITY #1</b> Instructor Lecture/Participant Activity. What is a Resume?</p> <p>Ask participants to take out <b>(Handout #1)</b> – Resume Trivia. Open discussion going over the correct answers for each question with participants (answers are provided for facilitator to discuss with participants <b>(Handout #1A)</b>)</p> <p><b>ACTIVITY #2</b> Instructor Lecture/Participant Activity. Basic Resume Format – Dos &amp; Don'ts.</p> <p>Ask participants to take out <b>(Handout #2)</b> - My Personal Skills Assessment sheet and briefly discuss the importance of understanding what skills and strengths they possess.</p> <p><b>OPTIONAL ACTIVITY</b> If time permits, facilitator can go over marketable and transferable skills with participants.</p> <p><b>ACTIVITY #3</b> Instructor Lecture – Different Types of Resumes</p>	<p>Participants listen carefully and follow the instructions given by the instructor.</p> <p>Participants are answering and reflecting on the class discussion and understand what a resume is.</p> <p>Participants complete the Personal Skills Assessment; understand resume formats and what skills and strengths they possess.</p> <p>Participants understand the different types of resumes and</p>	<p>Participants are involved in listening and answering questions and sharing knowledge.</p>

Personal Development – Essential Skills

	<p>Individualizing your Resume - What is the Best Resume Format for You (Combination, Chronological or Functional)? <b>(Handout #3)</b>-Outline for a Combination Resume and review with participants.</p>	<p>can identify a suitable format for their own purpose.</p>	
15 Mins	COFFEE BREAK	COFFEE BREAK	COFFEE BREAK
20 Mins	<p><b>ACTIVITY #4</b> Instructor Lecture and Participant Activity One Size Does Not Fit All. <b>(Handout #4)</b> –Some Common Job Search Challenges.</p>	<p>Participants understand how to identify job search challenges.</p>	<p>Participants are involved in listening and answering questions and sharing knowledge.</p>
30 Mins	<p><b>ACTIVITY #5</b> Instructor Lecture/ Participant Review Common Resume Components.</p> <p><b>NOTE:</b> Optional Activity: Use Accomplishment Statements</p> <p><b>NOTE:</b> Advanced Activity: Instructor Lecture and Participant Activity</p> <p>Facilitator should obtain work experience resume statements from attendees and demonstrate the PAR and how basic statements can be transformed into resume accomplishment statements.</p> <p>Facilitator can use one of the two activity handouts:(Handout # 5)- Structuring your PAR Statements, <b>(Handout #5A)</b>- How to Write Action-Benefit Statements and</p>	<p>Participants understand how to identify components of a resume and use them to target their resumes.</p> <p>Participants complete accomplishment statements and can apply them to their resumes.</p> <p>Participants learn how to apply PAR and Action Benefit Statements and understand the resume writing tip rules.</p>	

Personal Development – Essential Skills

15 Mins	<p><b>(Handout #5B)</b>- 11 Resume Writing Tips. Facilitator will go over each rule with participants.</p> <p><b>ACTIVITY #6</b> Instructor will demonstrate Action Verbs for Resume Writing <b>(Handout #6)</b>. Have participants review and give examples of how to write an achievement and experience using a word.</p>	Participants are engaged in the classroom discussion and give examples of the activity.	
15 Mins	<p><b>ACTIVITY #7</b> Journal Reflection. Instruct the participants to answer the following question in their learning journals: <b>What are my workplace skills?</b> What are five skills that are important to your employment goal? What are examples of how I used each skill?</p>	Understand the expectations around maintaining and updating the learning journal.	Participants write in their journal.
5 Mins	Wrap up and answer any questions from the group.	Participants reflect on any final questions they have about today's lesson.	Ask questions.

**Extensions:**

- Can be used in the morning or at the end of class for the learning journal piece.
- Sharing circles can be used as a transition between lessons or as an opening and closing for each module.
- Can be used to explore traditional knowledge and how to incorporate to western ideologies.

**Instructor Notes:**

1. **What was the highlight of the day?**
2. **Did the participants engage in all the activities?**
3. **Were the participants able to complete the worksheets?**
4. **Any other comments?**

## Resume Building

### **ACTIVITY #1 – Instructor Introduction (use Instructor Resume PPT)**

**Getting Started Resume Building** adapted from the following resource

<https://labor.ny.gov/workforcenypartners/PDFs/.../resume-writing-facilitator-guide.doc>.

**Facilitator can begin the lesson by asking the participants “How many in this class have a “Master Resume?”**

#### **Introduction**

Begin with an overview of today’s lesson and what the expectations are for the rest of the week. Give each participant a packet of the handouts (or distribute each handout during each activity). This is the Instructor’s choice.

#### **Purpose of a Resume**

Your resume is your most important job search tool. It is meant to leave a lasting impression on a prospective employer. It must be able to highlight your achievements in a compelling and concise manner. In most cases, having the best resume often gets you hired.

#### **Objective of a Resume**

The overall objective of a resume is to provide you with the opportunity to interview for a job. Employers are looking for people who will both fit into the culture of their company and bring value to their organization. You should think of your resume as an advertisement, and you are the product for "sale."

#### **What is a Resume?**

Ask participants to take out **(Handout #1) – Resume Trivia**

This trivia worksheet is for you to get an idea of your knowledge of a resume and to understand how a well written resume is your best chance to get your foot in the door for an interview. *(Facilitator can assign a set amount of time to answer questions).*

When participants are finished with trivia worksheet, the facilitator can either ask for volunteers to answer each question or have an open discussion going over the correct answers for each question with participants (answers are provided for facilitator to discuss with participants, **(Handout #1A)**).

### **ACTIVITY #2 Instructor Lecture/Participant Activity**

#### **Basic Resume Format – Dos & Don’ts**

Keeping the layout of your resume clean and easy to read is essential. If possible, use high quality ivory or white paper and stick with one standard font, using bold and italics only if necessary.

Begin with your name, address, e-mail and phone number(s) to make it easy for a potential employer to contact you. Do not give personal information such as Social Security number, age, height, weight, etc.

#### **Targeted for the Job**

Your resume should be constructed for the job you are applying for (the targeted job). We will be going into more detail on this. If possible, keep your resume to one page, and don’t exceed two pages. A short, concise representation of your work history, experience and education is most likely to be read.

#### **What Skills Do I have to Offer?**

We've all been asked that old interview question: Why should I hire you? Knowing the answer to this question is vital to succeeding with writing your resume and your job search.

Once you know what employers are looking for, you now have to know your skills and what you have to offer them. By understanding your skills and knowing how to write the value of your skills, you can write a resume that highlights how your skills fit the position you are applying for. For example:

- Look for common themes running through your career (are you the person who always comes in to clean up a mess? Or maybe you're the person who always sees a better way to do things.)
- Ask co-workers or former managers how they would describe you.
- Look back over old performance reviews or reference letters and look for common themes.

### **ACTIVITY #2A**

Ask participants to take out **(Handout #2) - My Personal Skills Assessment** sheet and briefly discuss the importance of understanding what skills and strengths they possess. Ask participants to put a check next to the skills they possess and ask them to think about how they can demonstrate these. Ask them to keep this sheet available to reference during the workshop.

### **OPTIONAL ACTIVITY**

If time permits, facilitator can go over marketable and transferable skills with participants.

### **ACTIVITY #3 Instructor Lecture – Different Types of Resumes.**

#### **Individualizing your Resume - What is the Best Resume Format for You (Combination, Chronological or Functional)?**

It may be difficult for some job seekers to effectively sell their skills sets in a way to showcase their value for the job they are applying for. In an effort to do this effectively, it is essential that you choose your resume format wisely. It is also important that your resume be individualized for the job you are seeking. Your goal is to find a suitable layout that will help you highlight your strengths and hide or disguise your shortcomings or other resume blemishes.”

#### **What is Captured in the First 10-15 Lines of Your Resume?**

A resume is a **MARKETING** document; your format must help you to present your best self on paper. A busy reader wants to see what you are offering in the first 10-15 lines. Like a newspaper, employers and hiring managers will look above the fold. If what they see interests them, they'll continue reading. Your resume should capture their attention so they spend the additional time to see what else you have to offer.

#### **Choosing the Right Resume Format**

In resume formatting, keep it clean and simple. In today's competitive job market, it's important that you help employers see the benefits of hiring you over someone else. A clean, simple resume stating your value is the first step. Make sure it is formatted so potential employers can identify it, open it, read it, search it and immediately comprehend its main point -- that hiring you is a winning proposition.

The best resume formats are a targeted or tailored resume.

A **targeted** resume addresses an employer's specific needs. This type of format focuses your resume towards the specific career objective or job posting. Targeting should take place in the first 15 lines of your resume.

A **tailored** resume shows the reader what a good "fit" you are for the posted position. These resumes will be effective in any job market. They are always the best resume formats.

Review the different resume format options – the advantages and disadvantages of using them and which one is the best for you to use that will showcase your skills, strengths and experience in the most effective manner. Remember, you want to be able to SELL to the employer that you are the best fit for that targeted job.

- Combination
- Chronological
- Functional

### **The Combination Resume**

A combination resume combines the best features of the traditional *chronological* (where the dates are in reverse order) and *Functional* (where skills are listed up front) resumes.

Ask participants to take out **(Handout #3)-Outline for a Combination Resume** and review with participants.

### **Works for Everyone**

Look at why a Combination Resume works for entry level candidates as well as for senior executives who have 20 years experience who need a stronger and better resume:

For this type of resume, there is an important 15-line section at the top for writing an employer-oriented Job Objective and a summary or profile or qualifications statement.

This type of resume enables you to present what you can do as well as a summary of what you have done in the top half of page one. Managers and executives will also be able to include two to three columns listing their areas of experience or expertise.

### **The Chronological Resume**

The Chronological Resume lists employment dates in reverse order and is popular but very "basic". It does not allow someone with 5-20 years' experience to do justice to his or her skills, strengths, and accomplishments because this format is limited to the facts of your work experience and education. Much of what an employer needs to know - your selling points -- will be MISSING!

Where will you write about your abilities?

Where will you offer your value?

How will you sell yourself?

### **Chronological Resume tips:**

If you choose to write a chronological resume, it is best to follow these tips:

- Include only the most important information about each position.
- Be specific rather than general in your descriptions, using concise and vivid language.



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- Quantify the impact of your actions in your previous positions by including facts, figures, and numbers. For example: How many accounts did you work on? How many employees did you supervise?
- Be sure to include a list of key contributions you presented or achievements you made to your past positions.
- Find key words and terminology in the job posting and use them in your resume.
- Don't use unnecessary text. Have someone read your resume and help you to cut out extra unnecessary words.

### **The Functional Resume**

A Functional Resume: Focuses on your skills and experience. Does not include chronological time and is used most often by people with work gaps or people who are changing careers.

### **Avoid Functional Resumes**

If you list your skills, abilities and achievements without matching them up with job titles and dates, employers will not be interested in going any further. Most employers prefer a Chronological or Combination resume with dates and job descriptions. Many employers distrust a Functional resume because they know it is used by those with something to hide or disguise. It makes them suspicious.

### **ACTIVITY #4 Instructor Lecture and Participant Activity**

#### **One Size Does Not Fit All**

Taking the time to choose the best resume format (or sections of different formats) to create your resume is extremely important because there may be many factors to take into account, including the length of your resume, your accomplishments, as well as possible shortcomings or potential negatives or "red flag" items.

Ask participants to take out **(Handout #4) –Some Common Job Search Challenges**

This is a list of some common job search challenges (you are not alone) and how you can address them when creating a resume.

### **ACTIVITY # 5 – Instructor Lecture/ Participant Review Common Resume Components**

Most resumes have components or section headers. In this part of the workshop, we'll go over the most common resume sections and what you can cover in each section. While there are basic section headings in every resume, the choice of wording and additional headings should be based on the categories of content that will best target your resume. Try not to copy the section headings from sample resumes and don't forget to provide a heading for information unique to you. Let's look at what a section heading is.

#### **Section Headings**

A section heading is one or two words that accurately represent the category of content to be placed beneath the selected section. The purpose of a section heading is to provide a section of the resume that quickly and easily directs the potential employer (or a scanner) to the content/information about that job candidate.

A section heading should be represented by the size and style fonts, formatting, sequencing, and style that reflect the importance of the heading and direct the potential employer to the appropriate section.

Section headings should be consistent in formatting within the resume. Let's go into some detail about specific section headings to give you a better idea of what we are talking about.

## Objectives

### What's Your Resume Objective?

The first step to creating a high-impact resume is determining what you're trying to accomplish. With a clearly defined career objective, you can write a resume that conveys the experience, skills and training that will best serve your overall professional aspirations.

Hiring managers are busy people who can't afford to waste time trying to figure out what your career goals are. They won't take the time to do this; they'll just move on to the next resume.

### How do I Write a Resume Objective?

If you are writing a Resume Objective keep in mind that *it* is not about you. It's about the hiring manager(s) who is probably under pressure to fill a job opening with an individual who is a good fit for the job. Because your resume objective is the first thing the hiring manager will read, he/she will be using that opportunity to quickly size you up. Are you professional? Have you done your homework? Do you have a defined and realistic goal or are you just looking for a job right now? Ideally, they want to find a candidate who'll make them look good to their superiors.

Research the position you are applying for, the company and the field you want to go into. Understanding that it's not about you can help you to put your research into words. Instead of "*Seeking a position with advancement opportunities to senior management,*" which is self-serving and all about "me," your resume objective should focus on the needs of the company. For example: "*Entry-level position in Finance which could fully utilize a technical expertise in database design and a strong drive to maximize corporate profitability in a competitive global marketplace.*"

A well-written objective statement that catches the eye of the hiring manager and shows you did your homework puts you in a good light. You have shown yourself to be professional, focused, knowledgeable, and dedicated to what matters.

### Tips for Writing Your Own Objective Statement:

- Focus on the employer. Stay away from resume objectives that state your working preferences, such as "seeking a team-oriented environment that fosters professional development."
- Be specific. Steer clear of statements that say nothing substantial about your career goal (e.g., "seeking a challenging position with potential for growth and advancement").
- Keep it clear and concise. The best resume objectives contain a desired job title or target. Hiring managers often sort through hundreds to thousands of resumes to fill one job opening. Make it easy on them by keeping your objective short and to the point.
- If you have more than one career goal, create a different resume for each objective.

The Objective Section should delineate a specific occupational title. If the desired industry or sector matches the desired job title, it can be included- for example: Seeking a Certified Public Accountant position in banking. If the desired occupational title is consistent among jobs and industries, an

occupational title may be formatted in the center, in bold, beneath the contact section. For example: Special Education Teacher, K-6. An actual objective section heading would not be needed in this case.

There may also be situations in writing a combination resume in which the cover letter and summary/accomplishments sections are enough and an objective statement would not be needed. You will need to determine whether or not an objective statement is needed depending on what section headings you use to market your skills in your targeted resume.

### **Writing a Resume Objective**

#### **Do You Need an Objective Section?**

While it's important for your resume to include a clear career goal, you don't have to convey it through an Objective section. The majority of job seekers may incorporate their career goals into a Qualifications Summary instead.

#### **When Is a Formal Objective Required?**

**Career Changers** and **Entry-Level** workers should consider incorporating their objectives into their resumes, because their goals may not be clearly defined by their work history alone. If you're targeting a particular position, add a formal objective statement and reference the job opening. The hiring manager will see you took time to customize your resume and that the opportunity is important to you.

#### **Resume Objective Examples**

**For Career Changers:** Accomplished administrator seeking to leverage extensive background in personnel management, recruitment, employee relations and benefits administration in an entry-level human resources position. Extremely motivated for career change goal and eager to contribute to a company's HR division.

**Entry-Level Workers:** Dedicated PMC graduate pursuing a help-desk position.

**When Targeting a Specific Position:** Elementary teacher for ABC School District.

#### **Professional Summary**

The purpose of the Professional Summary is to summarize your experience and highlight dimensions of your background that the reader may otherwise miss or discount. This is where you pull together a high-level summary of your experience, talents, and personal strengths from the different positions you've held.

Resume readers look for specific work and industry experience and positions you've held to try and weave together a story about you. They use your resume to decide whether to call you for an interview. Your resume and "Professional Summary" should provide targeted and compelling reasons for them to call you.

The Professional Summary is positioned at or near the beginning of your resume. Unlike an Objective, which needs to be one or two sentences, a Professional Summary should be several sentences in length. To write your Professional Summary- Select the words for your summary heading section that best represents the main points about your career that would immediately attract a potential employer. This section should be formatted in the upper area of the resume. If you include specific outcomes, especially numerical ones, an accomplishments section should be added.

### **Work Experience**

This is the section of your resume where you highlight your skills and accomplishments related to relevant positions you have held in the past or you currently hold. When you are marketing your various skills and abilities there are a number of resume norms you need to consider. There are ways to market your skills and hiring managers expect to see accomplishment statements and action verbs in a resume. Work experience is one of the most meaningful sections of your resume. This section must show that you actually did what you said that you did. In this section, describe what you did when you had a specific job title- emphasizing your skills and achievements. Be sure to mention how your skills made a difference.

For each entry give the job title, name and location of the organization, dates of employment and a brief description of your accomplishments. You can use accomplishment statements to help detail your skills and accomplishments.

### **NOTE: Optional Activity – Use Accomplishment Statements**

**Advanced Activity:** In the professional work experience of your resume you will want to craft statements that reflect your knowledge, skills, tasks and accomplishments for each position you have held. One way to do so is to use the PAR or A+B=R structure. PAR stands for Problem, Action & Result and A+B=R stands for Action + Benefit = Result. These are both sometimes called accomplishment statements. These type of statements demonstrate your ability or qualifications and validate your experience and ability in solving particular problems or addressing challenges. These statements ultimately help the hiring manager see how your contributions can benefit their organization.

For example:

- **Resolved employee grievances by introducing dispute resolution process, lowering grievance rates by 50% in the first year.**
- **Reduced overall purchasing costs by 10% in 2001 by implementing product locator, and cost comparison software programs.**
- **Recruited, screened and hired 20 technical and sales positions for start-up company. Successfully organized team in three months, exceeding expectations and allowing company to launch new product line six months earlier than expected.**

Facilitator should get work experience resume statements from attendees and demonstrate the PAR or A+B=R model and how basic statements can be transformed into resume accomplishment statements. Facilitator can use one of the two activity handouts, **(Handout # 5)-Structuring your PAR Statements** and **(Handout #5B)-How to Write Action-Benefit Statements** as well.

### **Education Section**

This is the section of your resume where you highlight your education and training. Be sure to include relevant coursework if you feel that your degree may not appear directly related to the position. If you are a recent graduate with little to no work experience, highlighting your relevant coursework may also be beneficial.

### **Skills Section**

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A skills section should include specific and accurate words that match the skills sought by the potential employer. You should only list the skills that you can actually perform. Avoid listing every skill you have – especially if the skill is not relevant to the targeted employer or position.

You can break up the skills section with sub-headings to organize the types of skills and make it easier for the potential employer to make effective candidate selections. For example, Technology, Management and Interpersonal can be skill subheadings. Skills listed in this section should enhance but not duplicate the job duties that are described by action words/phrases within the job duties written in the Experience Section.

Words such as knowledge of, assisted, dealt with, worked with and handled should be avoided in both the Skills and Experience type sections. While many people recommend the skills section be placed at the bottom of a resume, if written and formatted well, the Skills Section can be placed in the upper portion of the resume, beneath the summary section.

The location of the skills section will vary depending on your desire to highlight your skills over work experience or vice versa. Regardless of the location of the Skills Section on your resume, a well written Skills Section includes keywords sought by potential employers.

### **Resume Writing Tips**

Once you have chosen a format and have an assessment of your skills for that targeted job, there are some essential rules you should follow when you are about to prepare your resume.

Facilitator can ask participants to take out **(Handout #5B)- 11 Resume Writing Tips** and go over each rule with participants:

- Your achievements should be listed as part of your resume. Use the "so what" rule. For every statement of achievement, prove why this achievement was valuable and/or what the benefit was.
- Never ever allow for typos and make sure it is written clearly and concisely. Ask someone to read your resume to check for spelling errors and to make sure it is written clearly and makes sense.
- As stated earlier, you can start with a well written Summary or Objective statement to get noticed.
- When using numbers: Use K: for thousands (\$600K) Use M: for millions (\$300M). Write out numbers that are less than 10: Managed five people, responsible for 10 states.
- List dates carefully - preferably by month and year. List all experiences in reverse chronological order. Except for your education (which is normally put at the front of your resume when a recent graduate). It will move to the end after you have had several years of professional experience.
- Do not put any personal information in your resume. This is not necessary.
- Do not use fancy paper, or language (unless it important for your position), abbreviations, pictures, personal data (married, children, sex, age, health).
- Try not to leave any gaps in your experience and professional background, even if you were unemployed in the industry or profession you are seeking. Don't forget to include "life skills" and abilities learned through volunteer work, hobbies, and involvement in teams or organizations. If you do have gaps, be ready to explain what you did during an interview.

- Write your resume as if you are reporting about your achievements and experiences. Do not use the word I – if possible, use action words.

### **ACTIVITY #6 – Participant (Handout #6)- Action Verbs for Resume Writing**

Ask participants to take out **(Handout #6) –Action Verbs for Resume Writing** and have participants look over the words and give examples of how to write an achievement and experience using a word.

### **NOTE: Gaps in Your Resume**

If you find you have gaps in your resume due to incarceration, do not mention being an inmate on your resume.

### **The Importance of Keeping Your Resume Updated**

It is very important to <http://www.resumeedge.com/services/se-home.html> keep your resume up-to-date. When searching for a job, you never know when you might need a resume at the last minute so regularly keep it updated with significant achievements like newly acquired training or trade, recently achieved certifications, and other similar accomplishments instead of trying to remember critical information days, months, or even years after the fact. This is especially true of smaller but equally important achievements that may fade in memory as time passes.

<http://www.resumeedge.com/services/se-home.html>.

### **Keeping it Current**

Facilitator can say: “Even if you don't edit your resume regularly, you should try to keep good updated records of what you've been doing. You may want to keep your information organized and keep track of important information such as:

- **Your Accomplishments.** Listing your accomplishments and demonstrating your ability and skill can set you apart (if they are phrased the right way).
- **Licenses, Degrees, Awards, and Certificates.** List only those which are most relevant to your career field. Include titles, dates, locations, and the sponsors of any training you completed to receive certificates or licensure. An employer only wants to see what's relevant to the position you're applying for.
- **Conferences and Additional Education.** Conferences can be important especially if you were able to earn continuing education credits or you were able to receive a unique skill by attending or just by the sheer power of networking that happens with attending a variety of conferences.
- **High-quality Skills.** Technical skills should be included in your list. These skills can include knowing how to put together an effective spreadsheet in or other, non-computer-related skills, such as operating a cash register, or using equipment such as copy machines can make a difference in getting a job, particularly if you're just entering the job market.

### **Electronic Resume**

Most companies want an electronic version of your resume because they are easier to read, easier to organize and easier to scan for keywords. They are also much easier for you to edit, forward and upload to job search databases and social networking sites like Indeed, LinkedIn and Facebook – these give your resume increased visibility. Remember that you will still need an elegant paper resume to hand out at interviews.

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Include your last name and the position you are applying for in the subject line so employers can easily pick out your email. Don't use all caps or words like "amazing" or "Read now" because these words could trigger spam filters. Avoid excess formatting on electronic versions and keep your e-mail address professional.

### **Below are a few examples of BAD email addresses:**

ImAPartyGirl@email.com  
JennysMom@email.com  
2Hot2Handle@email.com

### **Example of GOOD email addresses:**

MaryDoe@email.com  
M.Martin@email.com

## Learning Journals

Why are Journals useful in a Pre-Employment Program?

Journals have a number of benefits for the learner and the facilitator. The benefits include:

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Self Reflection • quiet time • reinforcement of key concepts • paraphrasing • summarizing • pulling out relevant learning • discipline for writing practice • diagnosis aids and feedback for the instructor  
• validation of thoughts and feelings.

### **ACTIVITY #7- Journal Reflection**

**Instruct the participants to answer the following questions in their learning journals:**

#### **What are my workplace skills?**

What are five skills that are important to your employment goal?

What are examples in how I used each skill?

**Week 5 Day 2 – Module Plan for Resume Building**

**By:** Trea StormHunter

**Module Description:** Personal Development -Essential Skills– Day two (cont'd from day one all activities have not been completed from Day one).

**Over Arching understanding** - Understanding the relationship between personal qualities, education, and training are keys to success in the world of work and/or Post-Secondary education.

**Essential Question** - What components are key to create a competitive resume that will increase success in applying for employment?

**Knowledge & Skill content** – The Participants will:

- Understand the purpose of a resume.
- Learn why a resume is important in their job search.
- Understand chronological and combination resumes and select the appropriate type for their specific needs.
- Learn what to include in a resume by identifying their strengths, skills and accomplishments.
- Correctly select the appropriate type of resume for their specific needs.

**Intents:**

*What do you plan to accomplish?*

The objective of this lesson is for each learner to understand the purpose and importance of creating a professional resume for their job search.

*Why is this important learning?*

This learning is important because to be successful in their job search, participants need to be able to highlight their work experience and skills in a meaningful way to attract potential employers.

**Resources:**

Large flip chart with essential questions

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Instructor Resume PowerPoint

Computer Lab



**Daily Classroom Activities:**

<b>Day 2</b>	<b>Instructor ACTIVITY</b>	<b>Participant ACTIVITY</b>	<b>EVALUATION</b>
<b>3 hours</b>			
Instructor			
10 min	Introduction:		
60 Mins	<b>ACTIVITY #1</b> Instructor led lecture on how to create a resume using Microsoft Word. Ideally this lesson will be completed in a computer lab and all participants will have access to a computer.	Participants construct their resumes in the computer lab.  Participants work together and complete the activities.	
15 Mins	COFFEE BREAK	COFFEE BREAK	COFFEE BREAK
60 Mins	<b>ACTIVITY #1</b> continued.		
20Mins	<b>ACTIVITY #2 - FINAL THOUGHTS:</b> Close the activity by having the participants write in their journal and answer the specific questions.	Listening and following through with their journal entry.	Participant journal entry is complete.
15 Mins	Wrap up and answer any questions from the group.	Participants engage in the final discussion.	Participants ask questions.

**Extensions:**

- Can be used in the morning or at the end of class for the learning journal piece.
- Sharing circles can be used as a transition between lessons or as an opening and closing for each module.
- Can be used to explore traditional knowledge and how to incorporate to western ideologies.

**Instructor Notes:**

1. **What was the highlight of the day?**
2. **Any other comments?**

## Resume Building

**ACTIVITY #1 – Instructor led lecture on how to create a resume using Microsoft Word. Ideally this lesson will be completed in a computer lab and all participants will have access to a computer.**

**Note:** If a computer lab is not available the instructor will have access to laptops. The students will be put into pairs and share a laptop. This will require more time in which this activity will extend to Week 5 – Day 3. If there is access to a Smartboard or an Overhead, the instructor will lead the participants in a step-by-step process using the resume PowerPoint and a Word document.

## Learning Journals

### Reflective Journal

Reinforce why Journals are useful in a Pre-Employment Program?

Journals have a number of benefits for the learner and the facilitator. The benefits include:  
Self Reflection • quiet time • reinforcement of key concepts • paraphrasing • summarizing • pulling out relevant learning • discipline for writing practice • diagnosis aids and feedback for the instructor  
• validation of thoughts and feelings.

A journal should have a structure to it.

**ACTIVITY #2 - FINAL THOUGHTS:** Close the activity by having the participants write in their journal and answer the following questions:

- How comfortable do you feel using a computer?
- What did you find the most challenging about the computer?
- How confident are you about giving feedback on your partner's resume?

**Week 5 Day 3– Module Plan for Resume Building**

**By:** Trea StormHunter

**Module Description:** Personal Development -Essential Skills– Day Three.

**Over Arching understanding** – Understanding the relationship between personal qualities, education, and training are keys to success in the world of work and/or Post-Secondary education.

**Essential Question** – What components are key to create an effective cover letter that will increase success in applying for employment?

**Knowledge & Skill content –**

- The effective strategies and skills in writing a cover letter
- How to highlights key skills in a cover letter
- How to create a cover letter using Microsoft Word
- Use appropriate language in creating a cover letter

**Intents:**

*What do you plan to accomplish?*

The objective of this lesson is for each learner to understand the purpose and importance of creating a professional resume for their job search.

*Why is this important learning?*

This learning is important because to be successful in their job search, participants need to be able to highlight their work experience and skills in a meaningful way to attract potential employers.

**Resources:**

Large flip chart with essential questions

Small binders for participants (from previous class)

Learning Journals

Pens and Pencils

Instructor Cover letter PPT

Writing Cover Letters Guide- (In Folder)

[http://www.manitobacareerdevelopment.ca/cdi/docs/writing\\_cover\\_ltrs.pdf](http://www.manitobacareerdevelopment.ca/cdi/docs/writing_cover_ltrs.pdf)

Computer lab

**Daily Classroom Activities:**

<b>Day 3</b>	<b>Instructor ACTIVITY</b>	<b>Participant ACTIVITY</b>	<b>EVALUATION</b>
<b>3 hours</b>			
Instructor			
10 Mins	Introduction:		
60 Mins	<b>ACTIVITY #1</b> Instructor to review the previous day and check to see if the participants were able to complete the building of their resumes in the computer lab.	Participants work with their partners in the computer lab to complete their resumes.	Participants completed their resumes.
15 Mins	COFFEE BREAK	COFFEE BREAK	COFFEE BREAK
60 Mins	<b>ACTIVITY #1</b> continued.		
20 Mins	<b>ACTIVITY #2</b> <b>Activity Journaling</b> Participants are asked to complete their daily Journal entry with a specific question to answer related to employment.	Listening and following through with their journal entry.	Participant journal entry is complete.
15 Mins	Wrap up and answer any questions from the group.	Participants feel comfortable to seek further information from instructor	Participants ask questions

**Extensions:**

- Can be used in the morning or at the end of class for the learning journal piece.
- Sharing circles can be used as a transition between lessons or as an opening and closing for each module.
- Can be used to explore traditional knowledge and how to incorporate to western ideologies.

**Instructor Notes:**

**What was the highlight of the day?**

**Any other comments?**

**Week 5 Day 4– Module Plan for Resume Building**

**By:** Trea StormHunter

**Module Description:** Personal Development -Essential Skills– Day Four.

**Over Arching understanding** - Knowing what employers are looking for in potential employees will help me be more successfully employed.

**Essential Question** - What are employer expectations?

**Knowledge & Skill content** – The Participants will:

- How to network and actively search the hidden job market.
- Explore the skills used to find work – networking and gathering information

**Intents:**

*What do you plan to accomplish?*

The objective of this lesson is for each learner to understand the purpose and importance of the hidden job market and how to engage in networking.

*Why is this important learning?*

This learning is important because to be successful in their job search, participants need be able to contact employers through many different channels and be successful in securing a job interview.

**Resources:**

Large flip chart with essential questions  
Small binders for participants (from previous class)  
Participant Journals  
Participant hand-outs (Week 5 Day 4)  
Computer Lab

**Daily Classroom Activities:**

<b>Day 4</b>	<b>Instructor ACTIVITY</b>	<b>Participant ACTIVITY</b>	<b>EVALUATION</b>
<b>3 hours</b>			
Instructor	Introduction:		
30 Mins	<b>ACTIVITY #1</b> – Instructor Lecture/participant group discussion (Ensure that you have access to a computer and the internet).	Participants answer questions and provide examples.	Participants ask questions.
15 Mins	COFFEE BREAK	COFFEE BREAK	COFFEE BREAK
30 Mins	<b>ACTIVITY #2</b> – Instructor Lecture/participant group discussion – Networking <b>(Participant hand out Week 5 Day 4)</b>		Participants share ideas from their worksheet or write down other participant ideas of interest.
45 Mins	<b>ACTIVITY#3</b> - Inform the participants to use the work search plan worksheet to create their own plan.	Participants complete the work search plan worksheet.	
45 Min	<b>ACTIVITY #4</b> – Instructor led Internet job search participant activity	Participants apply for an employment positions online.	Participants complete online employment application.
15 Mins	<b>ACTIVITY#5 – Reflection Journal</b>	Participants listen and follow through with their journal entry.	Participant journal entry is complete.
	Wrap up and answer any questions from the group.	Participants engage in seeking clarification before they leave.	Participants ask questions.

**Extensions:**

- Can be used in the morning or at the end of class for the learning journal piece.
- Sharing circles can be used as a transition between lessons or as an opening and closing for each module.
- Can be used to explore traditional knowledge and how to incorporate to western ideologies.

**Instructor Notes:**

**How confident were the participants in their job search skills online?**

**Were the participants able to submit their resume online?**

**What was the highlight of the day?**

**Any other comments?**

## Finding Work

Adapted from: <https://alis.alberta.ca/media/2570/worksearchbasics.pdf>

### **ACTIVITY #1 – Instructor Lecture/participant group discussion (Ensure that you have access to a computer and the internet).**

Instructor to introduce the today's lesson with the following:

Finding job opportunities takes detective work. Most opportunities are not advertised. It is easier for employers to wait for a job seeker to come to them or ask the people they know to recommend someone who is looking for work.

#### **Today we will cover the following topics:**

- where and how you can look for opportunities
- where and how to network
- contacting employers directly
- planning and keeping track of your work search activities

#### **Ask the participants the following question:**

1. How do you look for work?
2. How did you start working at your last job?

#### **Looking for Opportunities:**

There are many ways to find employers who need your skills. Together review the following way to look for opportunities. Throughout this discussion, ask participants to provide examples for each statement below:

- Network in person by talking to friends and acquaintances.
- Network online through email, blogs and social and professional networking sites.
- Contact employers directly and ask about job openings.
- Look at the career sections of company websites.
- Use job search engines and job search websites.
- Check online job banks. (Go to <https://www.jobbank.gc.ca/findajob> for a list of federal, provincial and regional job banks, newspaper postings and more.)
- Attend workshops, career and job fairs and other learning opportunities.
- Use social networking sites to check for job postings.
- Watch for “Now Hiring” signs in the windows of local businesses.
- Read the advertisements in the classified and career sections of local newspapers.
- Register with private employment or placement agencies.
- Pay attention to news reports about new projects and think about the types of work that may become available and where.

The best ways to tap into the “hidden job market” are talking to people (or networking) and contacting employers directly.

**Job Search Challenges: Will your job search be particularly challenging for certain reasons?**

If you live in a rural area. If you are a job seeker with a disability, research the internet for “Finding Work as a Person with Disabilities”. If you have a criminal record, research the internet for “Finding Work with a Criminal Record”.

**ACTIVITY #2 – Instructor Lecture and Class Discussion – Networking (Participant hand out Week 5 Day 4)**

**What is Networking?**

Networking is an organized way of asking the people you know for information and to connect you with the people they know. It lets you form a “net” of personal contacts that can provide support and information about careers and job opportunities.

**Networking in Person – How do you Network in Person?**

Start with the people you know best: friends and family, neighbours, former teachers and mentors or work supervisors. But don’t stop there—talk to everyone you know! Your hairstylist’s brother may do work that interests you. You’ll never know until you ask.

People whose work involves a lot of contact with other people can be particularly helpful. If you know any teachers, social workers, religious leaders or community leaders, for example, talk to them about your skills and work search targets.

Start networking by making a list of people you know and deciding which ones to contact first. Then tell those people that you’re looking for information and job opportunities. Tell them a bit about your training and experience and the type of work you’re looking for. Ask them to let you know if they hear about any job leads or to refer you to someone who might know of something.

You can also network in a more formal setting. Form direct connections through activities and events associated with the type of work you want to do. These might include workshops and conferences, industry association events and clubs, union events and volunteer work.

**Networking Online**

**The Internet offers many opportunities to connect with people you might not otherwise have a chance to communicate with. Here are some ways you can network online:**

- **Email.** Email is a convenient way to contact people you know, as well as other people in fields that interest you whose contact information is public.
- **Professional networking sites.** Sites such as LinkedIn let you make business-focused connections with the people you know and the people they know. You can also participate in discussion groups on work-related topics.
- **Social networking sites.** Sites such as Facebook let you tell your network of social connections that you are looking for work. If you use Facebook to look for work, always present yourself in a professional manner.



- **Blogs and discussion groups in your field.** Following blogs and “mini-blogs” such as Twitter can help you stay up to date on the industries you’re interested in. You may also meet people who work in those industries.
- **Your own blog, website or Twitter account.** You can use your own website to post your resume. You can also use Twitter or a blog to advertise your work search and participate in conversations about topics related to the work you would like to do. Always keep it professional!

### **Contacting Employers Directly**

Advise the participants that contacting employers directly can be intimidating, but also a great way to make a first impression.

Once you have identified employers you would like to work for, contact them whether or not they have posted a job. Remember, positions often aren’t posted.

Contacting employers to get a job interview is not the same thing as information interviewing. This time, your objective is to convince employers that they should hire you.

### **Choose a Contact Method**

You can contact employers in person, over the phone, by email or by regular mail. When you are deciding which method(s) to use, consider your personality and communication skills. Also think about which method will work best for presenting your qualifications.

For example, if you usually make a good first impression when you meet people, contact employers in person. If you sound pleasant and confident on the phone (or could with practice), call employers. If you can write a dynamite business letter or email message, contact employers in writing.

If your work history has gaps in it that are difficult to explain briefly or in a positive way, contact employers in person or by phone. Doing so is probably better than sending email or letters. On the other hand, if your qualifications look really good on paper, a well-written cover letter and resume (or email) may get better results.

If you are applying for work in a community some distance away from where you live, you may not be able to drop in on employers or make lots of phone calls. You may have to rely primarily on email or letters.

### **Identify the Person to Contact**

“Dear Sir/Madam” and “To whom it may concern” approaches are not very effective. No matter what method of contact you use—in person, by phone, by email or by regular mail—address a specific person:

If you are contacting employers in person, call before you go and ask who does the hiring for the type of work you want. Find out when this person may be available to speak to applicants or whether you can make an appointment. When you walk in, ask for the person by name.

## Personal Development – Essential Skills

If you are contacting employers by phone, ask the person who answers the phone for the name of the person who does the hiring. Either ask to be put through to that person or call back another day and ask for him or her by name.

If you are contacting employers by letter or email, address your messages to specific people. You may be able to find the names and addresses of company executives by checking company websites or by networking (if calling the company is not practical).

Make sure to ALWAYS record names and contact information in an organized way. Give yourself room for notes about when you contacted people and how they responded. You will need this information to follow up later.

**Follow up -Inform participants that follow up is very important so you are not forgotten!**

Follow up your contact with an employer after a reasonable length of time (**about two weeks**).

**Be gently persistent. Here are some suggestions:**

If you meet employers in person and they have no openings, leave a resume anyway. Ask whether and when you can check in with them again.

On the phone, your goal is to get a job interview. After a meeting, leave a resume and ask whether you can call back in a couple of weeks.

When you contact employers by mail or email, ask for an interview in your closing paragraph. If possible, give a date and time when you will phone to arrange a convenient time. Then call when you said you would!

### **ACTIVITY #3 - Create a work search plan and record –(Worksheet Plan Participant hand out Week 5 Day 4).**

Putting a work search plan in writing will help you set goals and deadlines for your search. It will also help you keep track of what you have done. Be specific about what you will do, who you will contact and when you will complete each activity.

The amount of time you spend on work search activities should reflect your priorities. For example, if networking is your number one method, then most of your work search day should be spent networking.

To avoid feeling overwhelmed, set manageable tasks. If you can't do anything on the list in less than half an hour, break it into smaller tasks. Keep adding to your plan as your search progresses.

Inform the participants to use the **worksheet plan participant hand out** to create their own plan. Describe the activities you plan to complete and set a deadline for each. If the activity involves contacting someone, write down that person's name and contact details. When you have completed an activity, record the date and the results of that activity.

**Here are some examples of activities you want to include in your plan:**

- preparing resumes and cover letters

## Personal Development – Essential Skills

- networking and information interviewing
- contacting and following up with employers
- checking job postings on the Internet
- answering job ads in the newspaper
- registering with employment agencies
- attending workshops and job fairs
- attending interviews

### **ACTIVITY #4 – Instructor led Internet job search participant activity**

Now that all the participants have their Resume folder, it is time for them to apply for an employment position online.

The instructor has a number of job search resources to use.

Indeed job search engine usually has positions available in Nunavut. (<https://www.indeed.ca/>).

### **Learning Journals**

#### **ACTIVITY #5 – Reflection Journal**

Reinforce why Journals are useful in a Pre-Employment Program?

Journals have a number of benefits for the learner and the facilitator. The benefits include:

Self Reflection • quiet time • reinforcement of key concepts • paraphrasing • summarizing • pulling out relevant learning • discipline for writing practice • diagnosis aids and feedback for the instructor • validation of thoughts and feelings.