**Instructor Guide**

**Resume Writing**

Table of Contents

[Overview and Goals 3](#_Toc372484756)

[Preparation – Facilitation Guidelines 4](#_Toc372484757)

[Materials 4](#_Toc372484758)

[Schedule 5](#_Toc372484759)

[Appendix A - Resumes 7](#_Toc372484760)

[Appendix B – Rules for Resume Writing 8](#_Toc372484761)

[Appendix C – Action Verbs for Writing Resumes 9](#_Toc372484762)

[Appendix D – Transfer Skills 10](#_Toc372484763)

Overview and Goals

Having a resume that accurately represents the skills and experiences you bring to a job is a critical component toward being selected for an interview and/or offered a job.

In this unit of work the instructor will:

* Highlight the concepts introduced in the PowerPoint presentation.
* Hand out and review the materials applicable to the content and activities including the list of Action Verbs and Transfer Skills as well as resume content, sample resumes, and sample job descriptions.
* Guide the participants through the development of a resume.
* Review and critique the resumes.

Participants will bring draft resumes or descriptions of work histories and skills to be the start of their work in this session.

Upon completion of this unit of work, participants will be able to:

* Identify content to include for work experience and skills.
* Locate sources of information for content of resumes.
* Understand the difference between types of resumes.
* Select the best type of resume for a given set of work experiences.
* Prepare and print a resume.

Preparation – Facilitation Guidelines

Review the contents of the lesson to make sure you can demonstrate the preparation of a resume, such as selecting a type, selecting a format, entering work history, completing skills descriptions, locating similar occupations for reminders of own experiences to document, printing the resume, saving the resume to your flash drive, and showing them on the screen for all to see.

Complete a resume to use in the demonstration or obtain access to a demonstration record with at least one completed resume.

Materials

Provide the following to each participant:

* A copy of the Activity Worksheet.
* A copy of the Action Verbs to use when preparing a resume.
* A copy of the Transfer Skills.
* Sample resumes.
* Sample job descriptions.
* Access to the Internet, as needed, for locating sources of information for the content of resumes and for accessing company websites to see job descriptions.
* Access to Microsoft Word for resume preparation.

Schedule

|  |  |
| --- | --- |
| **Time** | **Topics for Discussion, Demonstrations, and Activities** |
| **15 minutes** | **Introduction**   * Review the material covered in the Applying Online for a Utility Position * Highlight the different jobs/titles available for natural gas workers * State the learning objectives for the session |
| **5 minutes** | **Resume Preparation**  A resume describes where you have been, what you have done, and where you are currently directing your career. Most employers ask for a resume – many will not even consider inviting you for an interview you without it. It is the quickest way for a potential employer to get a picture of your qualifications. Unlike a job application, where you have little choice as to what information to provide the company, resumes give you the opportunity to select only your strongest qualifications and skills.  A resume is not just a list of past jobs, but a reflection of how your past experiences are related to your designed career or the job you are applying for. The order of information is variable depending on your strengths – you should always list your strongest suit (or the information most relevant to the specific job opportunity) first. Finally, you want to customize your resume to include search terms relevant to the company or job-posting. These words can be key words right from the job description and required qualifications.  Your resume is well worth your time and effort – it creates a lasting impression of your ability to meet employment requirements. |
| **60 minutes** | Resume Demonstration  Go through the PowerPoint presentation on guidelines for writing a resume.  Hand out and review the components of a good resume.   * Name * Address * Phone Number (include area code) * E-mail Address – ask the students what their email addresses are and remind them that they should not be using anything unprofessional such as “SexyKitty3” or “MachoJoe.” * Job Objective * Qualifications – reinforce the need to emphasize those skills that most clearly relate to the job requirements. * Work Experience – focus on accomplishments not just a listing of the job description. * Education and Certificates/Credentials received * Other – Veterans should indicate their MOS’s.   Hand out sample job descriptions for natural gas technician positions and review the key words that are used and the required/desired qualifications.  Have the students review with the group some of their qualifications and how they relate to the jobs.  Hand out and review the Rules for Resume Writing.  Show the participants the Career Guide on the PSEG website – [www.pseg.com/careers](http://www.pseg.com/careers) |
| **45 Minutes** | Have the participants gather their information based on the material reviewed and start to prepare a written resume.  Show the participants how to access Microsoft Word and to set up the page with the appropriate font and type. |
| **15 Minutes** | **Break** |
|  |  |
| **90 Minutes** | **Resume Writing**  Ask participants to start entering work experience in reverse chronological order and skills where appropriate.  Direct attention to the handouts to use as references when preparing their resumes.  After participants have entered and saved information for a couple of jobs, review the information with the class to discuss relevancy to the utility jobs, use of action words, accomplishments vs tasks, etc.  Have participants use the remaining time to work more on their resumes.  Provide support for recalling experiences and skills that support the job requirements.  Gather copies of resumes to project on the screen during the following discussion. |
| **15 Minutes** | **Break** |
|  |  |
| **60 Minutes** | **Resume Discussion**  Project individual resumes on the screen and highlight how the information is written.   * Emphasize the use of action verbs and precise presentation of experience and skills. * Note any information that needs to be added later, such as exact dates or name of business. * Provide positive feedback on good examples and offer constructive comments that will improve the entries. * Involve participants by asking for them to identify items they really like on the projected resume or ideas they can incorporate into their resumes. * Ask for suggestions for improvement.   Wrap up by summarizing some of the comments and improvements mentioned during the discussion. Refer to handouts in the Materials/Handouts list below for further reference.  Remind participants to print out their resume and to save to a thumb drive so that they can continue working on it. |

# Appendix A - Resumes

**Resume Preparation** – your resume is an advertisement for yourself. It will not guarantee you a job. It is used as a tool for employers to decide whom to call for an interview. The resume is submitted when applying online for a position and is left with the employer after an interview to remind him/her of your qualifications. It introduces you to an employer and advertises your most important skills, abilities, and accomplishments. Your resume should identify your qualifications in an appealing manner that will impress the employer.

**Your resume should include:**

* **Name**
* **Address**
* **Phone number (include area code)**
* **E-mail address**

NOTE: This information is needed for an employer to contact you.

* **Job Objective** – Write a brief statement indicating what type of job you are seeking.
* **Qualifications** – List four to six skills that qualify you for the position. Use bullets and brief statements.
* **Work Experience** – List dates, names, and locations of current and former employers with the most recent first. Include titles and positions held and focus on accomplishments achieved, not just job duties.
* **Education** - Name institutions and dates attended with the most recent first. Include degrees earned as well as certificates, diplomas, or licenses with the dates they were awarded. Work-site training should also be included.
* **Other** – List military service, community involvement, hobbies, and awards.

# Appendix B – Rules for Resume Writing

Follow these rules to make your resume writing successful.

* Type your resume. Font size should be 12 using a standard type such as Arial or Times New Roman. Name and headings could use a larger font.
* Type your resume on one page of 8-1/2 by 11 inch paper. Avoid slick or fancy paper. Use a quality heavy grade white, off-white, beige, or light gray paper.
* Write short, concise sentences. Use as few words as necessary to express your accomplishments.
* Use action verbs to begin each sentence or phrase.
* Avoid becoming too technical. Use words that the person reading your resume will understand.
* Do not use slang, jargon, or acronyms when describing your work experiences.
* Check your spelling and grammar. Software programs may not identify errors. Have several people proof read your resume.
* Convey one selling point at a time. Don’t confuse your qualifications by grouping too many ideas together.
* Don’t crowd your resume. The employer can then read your resume quickly and make notes in the margin.

# Appendix C – Action Verbs for Writing Resumes

The purpose of this sheet is to furnish suggested examples of action verbs to use in expressing knowledge or skill items.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Achieved | Defended | Guided | Organized | Shifted |
| Acted | Defined | Identified | Oriented | Shouldered |
| Adjusted | Demonstrated | Illustrated | Outlines | Showcased |
| Administered | Described | Indicated | Performed | Showed |
| Aligned | Designed | Initiated | Picked | Signified |
| Analyzed | Designated | Inserted | Placed | Simplified |
| Applied | Detected | Inspected | Planned | Sketched |
| Arranged | Determined | Installed | Pointed out | Sold |
| Assembled | Developed | Interpreted | Predicted | Solidified |
| Assisted | Diagnosed | Isolated | Prepared | Solved |
| Attained | Dictated | Joined | Presented | Sorted |
| Audited | Differentiated | Judged | Preserved | Specified |
| Bought | Disassembled | Kept | Printed | Spelled |
| Budgeted | Discerned | Keyed | Produced | Stablized |
| Built | Disconnected | Led | Proofread | Started |
| Calculated | Discriminated | Lifted | Provided | Stated |
| Calibrated | Discussed | Listed | Pulled | Structured |
| Categorized | Displayed | Loaded | Pushed | Substituted |
| Changed | Distinguished | Located | Raised | Subtracted |
| Checked | Divided | Made | Rearranged | Summarized |
| Chose | Drew | Maintained | Recalled | Supervised |
| Classified | Duplicated | Manipulated | Recited | Supplied |
| Cleaned | Edited | Marked | Reconciled | Tallied |
| Collated | Eliminated | Matched | Recorded | Tested |
| Combined | Enforced | Measured | Reduced | Traced |
| Compared | Enumerated | Mixed | Referred | Tracked |
| Compiled | Equated | Modified | Related | Trained |
| Completed | Established | Molded | Removed | Transcribed |
| Composed | Estimated | Monitored | Repaired | Transferred |
| Computed | Evaluated | Moved | Repeated | Trimmed |
| Constructed | Examined | Multiplied | Replaced | Troubleshot |
| Contracted | Explained | Named | Reported | Typed |
| Controlled | Filed | Noted | Reproduced | Underlined |
| Converted | Filled-out | Notified | Returned | Undertook |
| Coordinated | Found | Numbered | Revised | Urged |
| Copied | Formulated | Observed | Selected | Used |
| Decided | Grouped | Ordered | Set-up | Wrote |

**Appendix D – Transfer Skills**

Jobs done in the home give us experience we can use on a job.

|  |  |
| --- | --- |
| **Skills Used at Home** | **Apply to Job Duties** |
| Set up family budget categories | Analyze information |
| Balance checkbook, handle budget | Work with numbers |
| Tell workers what needs to be done | Communicate orally |
| Write family letters, notes to teachers | Communicate in writing |
| Serve as a helper at school | Delegate, deal with public |
| Schedule appointments | Coordinate schedules, meetings |
| Transport children on time | Meet deadlines |
| Handle family disagreements | Negotiate, problem solve |
| Perform weekly cleaning, laundry | Perform repetitive tasks |
| Maintain “chore schedule” for family | Plan and supervise work of others |
| Balance child care, housework, meals | Balance a variety of tasks simultaneously |
| Manage emergencies, disruptions | Work under pressure |
| Coach sports teams | Provide leadership |
| Fix home appliances | Troubleshoot and maintain equipment |
| Maintain lawn and garden | Use of proper hand and power tools |